

**For Reference**

---

**NOT TO BE TAKEN FROM THIS ROOM**

Ex LIBRIS  
UNIVERSITATIS  
ALBERTAEENSIS













THE UNIVERSITY OF ALBERTA

A SURVEY OF SECONDARY SCHOOL  
PHYSICAL EDUCATION PROGRAMS  
IN A SELECTED SCHOOL SYSTEM

by



CHARLES LORNE DAVIDSON

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH  
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE  
OF MASTER OF ARTS

DEPARTMENT OF PHYSICAL EDUCATION

EDMONTON, ALBERTA

SPRING, 1972



The 516  
72-39  
ii

THE UNIVERSITY OF ALBERTA  
FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled, A Survey of Secondary School Physical Education Programs in a Selected School System submitted by Charles Lorne Davidson in partial fulfilment of the requirements for the degree of Master of Arts.



## ABSTRACT

It was the purpose of this study to attempt to determine the likes and dislikes of persons directly and indirectly involved with physical education programs, and the related supporting functions, in the Kamloops public school system. The investigation was conducted according to the concept that in the evaluation of physical education the instructional program should not be considered alone, nor should selected parts be chosen for they constitute only segments of the total program. All activity phases of the physical education program were examined, as well as the related supporting functions which influenced these programs.

A questionnaire plus interview approach was selected to investigate the problem. The questionnaire was compiled of items from three survey instruments which had been devised specifically to evaluate physical education programs, they were La Porte's revised Score Card No. 2, Nixon's Canadian High School Health and Physical Education Score Card, and the Alberta Teacher's Association Self-Evaluation Guide for High Schools, Parts II and III. The questionnaire consisted of sixteen areas, and the questions included in each area were subdivided into observable components to facilitate rating of an attitude scale.

For the purposes of this study three questionnaire forms were established according to the roles and backgrounds of the respondents. Questionnaires were distributed among seven trustees, ten





administrators, four school counsellors, twelve physical educators, nineteen parents and eighty students.

The adapted-remedial program received the highest rating of agreement for all six programs. The extracurricular programs received the next highest ratings in the following order intramurals, coeducational and athletics. The instructional physical education was rated fifth, and the outdoor education program sixth.

This study concentrated on determining respondents significant likes and dislikes of the physical education curriculum. Generally respondents accepted the physical education programs. There was a consistent pattern of respondents' desires favoring social development, a greater variety of activities, and sufficient facilities and space to accomodate the needs of the physical education curriculum. There was no evidence of a consistent pattern of respondents' dislikes.



## EULOGUE

This thesis is dedicated to Robert Routledge whose  
life gave meaning to truth, kindness and necessity.



## ACKNOWLEDGEMENTS

For their stimulating criticism, advice and guidance throughout the study, grateful thanks is due the thesis committee: Dr. H. J. McLachlin (Chairman), Miss R. O. Anderson, Mr. L. J. Fournier, and Dr. C. S. Bumbarger (Educational Administration).

Sincere appreciation is extended to Mr. N. Allen, Superintendent of Schools, School District No. 24, Kamloops, British Columbia, for his assistance with the research, and to the school trustees, administrators, teachers, students and parents who took time to respond. Without their cooperation the study could not have been completed.

I owe a great deal of thanks to my secretary Evelyn Seto who spent many hours typing the rough and final copies of this thesis.

For their fellowship and hospitality during the tedious summer weeks of 1970 the following persons are remembered: A. Affleck, I. Jobling, R. Heatherington, J. Tihanyi, Sue and Glen Watkins, and Diana and Harry Seemans.

Further, my especial thanks for my ancient mother whose early teachings of patience and persistence have been as a guiding light.

Finally, deepest gratitude for my wife, Anne, who soothed an infant family and a harried husband to the completion of his endeavor. For this I love her very much.



## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCING THE PROBLEM . . . . .	1
Need for the Study . . . . .	2
The Locale . . . . .	3
Historical and Current Status of Sport, Recreation and Physical Education . . . . .	5
Statement of the Problem . . . . .	7
Analysis of the Problem . . . . .	7
Delimitations . . . . .	9
Limitations . . . . .	11
Analysis . . . . .	11
Definition of Terms Used . . . . .	12
Comparison . . . . .	12
Public schools . . . . .	12
Secondary schools . . . . .	12
Health and physical education program . . . . .	12
Central office . . . . .	12
Assumptions . . . . .	13
Summary . . . . .	13
References . . . . .	15





## CHAPTER

## PAGE

II. REVIEW OF LITERATURE . . . . .	18
Literature Pertaining to the Questionnaire . . . . .	18
Literature Pertaining to Extracurricular Activity . . .	20
Intramurals . . . . .	20
Athletics . . . . .	21
Literature Pertaining to the Adapted-Remedial Program .	24
Literature Pertaining to Outdoor Education and	
Orienteering . . . . .	27
Literature Pertaining to the Evaluation of Physical	
Education . . . . .	31
Literature Pertaining to Current Trends in Physical	
Education . . . . .	34
Literature Pertaining to Facilities . . . . .	39
Literature Pertaining to Physical Education	
Instructional Staff . . . . .	45
Literature Pertaining to Physical Education	
Administration . . . . .	49
References . . . . .	52
III. METHODS AND PROCEDURES . . . . .	64
Background and Development of the Survey Instrument . .	64
Modification of Score Cards and Self-Evaluation Guide .	66
Scope of the Questionnaire . . . . .	67
Program Areas . . . . .	67



## CHAPTER

## PAGE

Supportive Areas (Plant, Personnel, Policy and Administrative Practices) . . . . .	68
Forms of the Questionnaire . . . . .	68
Sources of Data . . . . .	70
Procedures and Distribution of the Questionnaire . . . . .	70
Treatment of the Data . . . . .	71
References . . . . .	74
IV. RESULTS AND DISCUSSION . . . . .	75
Discussion of the Instructional Physical Education Program . . . . .	77
Instructional Physical Education Program Aims . . . . .	77
Instructional Physical Education Program Values . . . . .	77
Instructional Physical Education Program Policies . . . . .	77
Instructional Physical Education Program Content . . . . .	78
Instructional Physical Education Program Evaluation . . . . .	79
Instructional Physical Education Program Standards . . . . .	80
Synopsis of Instructional Physical Education Program Categories . . . . .	81
Discussion of the Extracurricular Programs . . . . .	82
Aims of the Extracurricular Programs . . . . .	82
Values of Extracurricular Programs . . . . .	83
Policies of Extracurricular Programs . . . . .	84
Extracurricular Program Content . . . . .	86
Leadership of Extracurricular Programs . . . . .	87



CHAPTER

PAGE

Athletic Program Standards . . . . .	87
Synopsis of Extracurricular Programs . . . . .	88
Aims . . . . .	88
Values . . . . .	88
Policies . . . . .	88
Program Activities . . . . .	89
Athletic Standards . . . . .	89
Discussion of the Adapted-Remedial Physical Education	
Program . . . . .	90
Aims and Values of the Adapted-Remedial Physical	
Education Program . . . . .	90
Adapted-Remedial Physical Education Program Policies .	91
Adapted-Remedial Physical Education Program Activities	91
Synopsis of the Adapted-Remedial Physical Education	
Program . . . . .	92
Discussion of the Outdoor Education Program . . . . .	93
Aims of the Outdoor Education Program . . . . .	93
Values of the Outdoor Education Program . . . . .	93
Policies of, and Participation in Outdoor Education	
Programs . . . . .	93
Leadership of the Outdoor Education Program . . . . .	94
Synopsis of the Outdoor Education Program . . . . .	95
Discussion of the Supportive Areas . . . . .	96
Indoor Activity and Administrative Areas . . . . .	96



CHAPTER	PAGE
Outdoor Activity Areas . . . . .	97
Professional Preparation of Physical Education	
Personnel . . . . .	98
Administrative Policies and Procedures . . . . .	99
Establishment of a Central Physical Education Office .	99
Synopsis of the Supportive Areas . . . . .	100
References . . . . .	101
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	
Summary . . . . .	103
Instructional Physical Education Programs . . . . .	104
Extracurricular Programs (Intramural, Coeducational	
and Athletics) . . . . .	104
Adapted-Remedial Physical Education Programs . . . . .	106
Outdoor Education Programs . . . . .	106
Supportive Areas (Plant, Personnel and Policy) . . . . .	106
Conclusions . . . . .	107
Recommendations . . . . .	111
References . . . . .	112
BIBLIOGRAPHY . . . . .	113
APPENDICES . . . . .	128
APPENDIX A . . . . .	128





CHAPTER	PAGE
APPENDIX B . . . . .	217
APPENDIX C . . . . .	219
APPENDIX D . . . . .	230
APPENDIX E . . . . .	232
APPENDIX F . . . . .	252
APPENDIX G . . . . .	259



LIST OF FIGURES

FIGURE	PAGE
1. Example of Rank Order Tabulation of Responses . . . . .	73
2. Responses to Suggested Degree Requirements for Physical Education Personnel . . . . . , . . . . .	97



## CHAPTER I

### INTRODUCING THE PROBLEM

Society today, probably more than at any other time, lives under a constant aura of expectancy. Some of this expectancy is associated with apprehension, and some with anticipation, which hopefully implies confidence, pleasure and desire. Expectations may be linked with desires. The purpose of this study was to determine the desires, or expectations of persons directly or indirectly involved with physical education programs.

To determine expectations, the accepted educational categories of aims, values, policies, programs, participation, leadership, evaluation and standards were considered for investigation and evaluation. This evaluation was performed by the people involved with the educational system: trustees, administrators, counsellors, teachers, students and parents. La Porte (1:5) held that the evaluation instrument should have as its criteria the characteristics of a well established program, and through these qualities the evaluation instrument should provide evidence of respondents' attitudes. In turn, these attitudes would indicate likes, desires, and dislikes; provide information showing program strengths and weaknesses, and in addition might provide suggestions for program innovations.

The categories noted above may apply generally to all school subjects, but physical education is not a "subject" in the usual sense of the word. Oberteuffer (2:288) states, "Physical education, as it is



conceived and conducted in a school is a curriculum of varied experiences." It was necessary, therefore, to examine physical education programs in term of the ". . . varied experiences." which include the instructional, intramural, athletic, adapted, coeducational, and outdoor education programs. Irwin (3:55) and Calhoun (4:9) would also include the supportive elements which make these programs possible, because they affect the outcome of the programs and therefore the extent to which the educational objectives of the programs are achieved. These supportive factors include administrative practices and policies, facilities, course content, equipment, and instructional quality.

#### Need for the Study

Pennington (5:8) states that constant evaluation and comparison of physical education programs is necessary to provide standards of development so the physical education programs will ultimately be improved. Austin (6:18) states:

The critical need in physical education is to determine the type of curriculum that will best suit the needs and interests of youth today . . . . [Thus] physical educators must re-examine the content of the curriculum in terms of the organized knowledge and understandings of physical activity needed by the student . . . [in order] to resolve his problems and realize his purposes.

Austin also states that if students are to be served through adequate and updated physical education programs the following steps are necessary: (1) identify the content of physical education, (2) organize the body of knowledge into some comprehensible structure, (3) provide content in program design which details the methods at each grade level,





kindergarten through grade twelve, by which learning can be best achieved, and (4) translate the program design into practical situations and evaluate its teachability and effectiveness in terms of behavioral outcomes.

The need for the study was aptly expressed by Pennington (5:2):

Canadian physical education, particularly in the province of British Columbia, is experiencing a period of tremendous change and growth . . . .

With this state of flux comes the responsibility on the part of the public and the administrators to ensure that this [change] represents improvement rather than regression. It thus becomes necessary for those concerned with the welfare of the school child to contemplate, study and revise programs which exist at the present time . . . . [A] report should then serve as a guide to school administrators, and also provide information relative to the important service the field of physical education can provide.

No study, similar in nature, has been conducted in the area of Kamloops, British Columbia.

### The Locale

The development or construction of any educational program is dependent upon existing environmental variables, thus it was necessary to survey the situation as it exists within a selected environment. Such a survey should not only consider areas of the existing program, and areas of special emphasis, but also should consider areas that may not be successfully included in the program.

The area selected for the study was Kamloops, British Columbia, as defined within the boundaries of School District No. 24, which includes the communities of Hefley Creek (North), Chase (East),



Westwold (South), and Savona (West), all being twenty to thirty-five miles from Kamloops.

Greater Kamloops is situated at the confluence of the North and South Thompson Rivers. Its name is derived from the Indian "Cumloops" or "Kham-O-Loops" which means, "the joining of the waters" (Howay, 7:68-69 and Wade, 8:47). Kamloops began as a fur trading post in 1811, and celebrated its seventy-fifth birthday as a city in 1968 (News Advertiser, 9:2). Its history is a story of transportation, starting with the rivers and fur trade. Roads and railroads followed, and today both inter-provincial and international air services are available. Kamloops is a crossroads city, where both the Canadian Pacific and Canadian National railways meet, where the Trans-Canada Highway and the Okanogan-Cariboo Highways intersect, and where the Yellowhead route to Jasper and Edmonton originates (Chamber of Commerce, 10:6-11).

Kamloops district is economically supported by forestry, mining, ranching and their related industries. Other economic resources are a refinery, a cement industry, metal fabrication, and transportation, plus service industries, retail trade, tourist trade and recreation.

School enrolment figures have been increasing annually by ten percent. The public school enrolments for September, 1968 were 8,300 (31 elementary schools), and 4,260 (6 secondary schools), totalling 12,560 students (News Advertiser 11:15). In addition there are two parochial schools, one a resident school for Indian children, operated



by Roman Catholic orders.

The educational curriculum includes the following programs (11:24):

1. Academic (55% of senior students),
2. Commercial,
3. Industrial,
4. Community services, and
5. Adult continuing education.

During the last decade new school buildings have included the open area design with portable equipment in the elementary schools, and lecture theatres, seminar rooms, and individual study carrels at the secondary level.

#### Historical and Current Status of Sport, Recreation and Physical Education

The Kamloops Music and Athletic Association erected the first recreation hall in 1897 (12:4). It included a gymnasium, first used in February, 1898, and a basement bowling alley installed in the summer of 1902 (13:4). The original hall burned to the ground in 1932 (14). Within a few months a new building was constructed by the Kamloops Athletic Association and is presently the home of the Kamloops Boys' Club.

As early as 1900 the Inland Sentinel (15:4) reported:

The Enderby School football [Soccer] team will play the [Kamloops] Industrial School on the morning of July 2nd. on the Caledonian grounds at 10 o'clock sharp.

Physical education in Kamloops schools was mentioned in the





minutes of the Kamloops School Board as early as 1915 (16). Strathcona Trust Awards for physical training were made in 1915, 1916, and 1920. Requests were made for a field day in April, 1915, a tennis court in February, 1916, and girls' basketball facilities in February, 1920. May Day celebrations were popular annual school events, and included track and field, and sports. The Kamloops Museum (17) records by photograph the "Black Devils" a high school Intermediate B Basketball team, as having won the British Columbia Championship, in 1947.

Before 1953 the public schools used the Kamloops Athletic Association hall for physical education classes (14). Students were marched from their respective schools a distance of four to eight blocks. In 1953 the Kamloops Secondary School added a gymnasium (18). At the present time all secondary schools have well equipped physical education facilities, and a majority of the elementary schools have activity rooms, or small gymnasiums (19).

Physical activity in the schools of Kamloops has developed from annual May Day celebrations, physical training exercises during World War I, through tennis (1915), and basketball (1920), to the present day physical education programs. The present study has determined these programs to be as follows:

1. Instructional program, thirty-one activities.





2. Intramural program, seventeen activities.
3. Athletics, seven team sports, and five individual or dual sports.

Current recreational facilities comprise over 195 acres of land, developed in three major parks and numerous small playgrounds. Facilities at the parks range from playground equipment to heated swimming pools, baseball stadiums, playing fields for soccer, football, grass hockey, and lawn bowling. There are two tennis clubs, two curling rinks, two golf courses, and two boat launching ramps (10:6).

#### Statement of the Problem

The purpose of the study was to determine the likes, or dislikes of school trustees, school administrators, physical educators, school counsellors, students and parents who were involved with the health and physical education programs of the secondary schools in the public school system of School District No. 24, in Kamloops, British Columbia.

#### Analysis of the Problem

Much criticism has been put forward by many persons about



physical education programs.

1. Criticism given by educators, students and parents included:
  - A. Over-emphasis of athletic programs at the expense of the instructional and intramural programs. This criticism has been communicated in published literature (2:215, 20:105, and 21:15).
  - B. A lack of emphasis on physical activities suitable for use in adult leisure and recreational pursuits. This criticism has been reinforced by (21:27, 22:47-50, and 23:324-325).
2. Criticism given by physical educators included:
  - A. Little or no emphasis on developing an understanding and appreciation for skill in human movement; and not enough emphasis on motor skill patterns specific to movement required in work, play and dance (24:22).
  - B. A lack of concern for correct posture as related to the mechanics of daily activity, both at rest and in motion; and as related to ailments causing poor posture (2:114, 25:403, 26:5, and 27:35).
  - C. Insufficient consideration of physical education programs for the physically disabled students, who may be temporarily or permanently disabled (22:297, 25:403, 28, and 29).



3. Other criticisms included inadequacies related to:
  - A. Financing,
  - B. Facilities, both indoor and outdoor,
  - C. Equipment and materials, and
  - D. Numbers of trained personnel.
4. Dissatisfaction due to a probably ever-increasing gulf between the physical education researcher and the public schools physical education teacher (30:68).
5. A growing awareness that the capacity of children to learn physical skills has commonly been "grievously" underestimated (30:68).

#### Delimitations

The study was delimited to the secondary schools of the public school system of School District No. 24, Kamloops, British Columbia. Results are indicative only of these secondary schools' physical education programs for the school year of 1968-1969.

The study was further delimited to selected respondents resident in School District No. 24, Kamloops, British Columbia, and has been based upon data obtained from a questionnaire and personal interviews.

The three questionnaire forms, A - student, parent; B - physical educators; and C - trustees, administrators, and counsellors were delimited in that selected questions were directed to the various personnel according to their educational background and role. The



selected respondents were:

1. School trustees (questionnaire only - Form "C").
2. Superintendent of Schools and the Director of Secondary Instruction (questionnaire only - Form "C").
3. Principals and vice-principals (questionnaire and interview - Form "C").
4. A member of the counselling staff of each secondary school (questionnaire and interview - Form "C").
5. All physical educators (male and female) of each secondary school (questionnaire and interview - Form "B").
6. Two male and two female students from each educational program offered in each grade of each secondary school (questionnaire only - Form "A").
7. Nine fathers and ten mothers of students enrolled in the secondary schools (questionnaire and interview - Form "A").

Interpretation and discussion were limited to the following areas:

- Area I: Physical education instructional programs.
- Area II: Intramural programs.
- Area III: Athletic programs.
- Area IV: Adapted and remedial physical education programs.
- Area V: Coeducational programs.
- Area VI: Camping and orienteering programs.
- Area X: Indoor activity and administrative areas.







Area XI: Outdoor activity areas.

Area XIII: Physical education instructional staffs.

Area XIV: Policies and procedures.

Area XV: Central office administration.

Area XVI: Miscellany.

The following areas were included in the questionnaire but the results are not reported in this study:

Area VII: Health instruction.

Area VIII: Health services.

Area IX: Indoor health service areas.

Area XII: Equipment and materials.

### Limitations

Limiting factors were the inherent problem of accuracy of information obtained through the questionnaire and the personal interviews, the scope of the questionnaire, and the number of questionnaires returned.

### Analysis

Analysis and comparisons were made with relation to the degree of agreement or disagreement as recorded from responses, or with relation to the frequency of like responses to the check list items and other questions appearing on the questionnaire.



### Definition of Terms Used

Comparison. Comparison was interpreted as meaning the examination of the character and qualities of two things for the purpose of discovering features of similarity and dissimilarity.

Public schools. Those schools which are organized under the authority of School District No. 24, Kamloops, British Columbia.

Secondary schools. The secondary schools of Kamloops, School District No. 24, are of two types: (1) junior secondary schools, including grades eight through ten, and (2) senior secondary schools, including grades eleven and twelve.

Health and physical education program. The health and physical education program includes the programs of instructional physical education, intramural activities, athletics, adapted and remedial physical education, coeducational activities, camping and orienteering, and health instruction. In addition the related supportive functions of health services, indoor health service areas, indoor activity and administrative areas, outdoor activity areas, physical education instruction staff, policies and procedures, and central office administration are included.

Central office. The office of the Superintendent of Schools. It exercises control over the public schools in the district.



### Assumptions

The study proceeded under the following assumptions:

1. That there were certain minimal procedures, and areas and facilities essential to the conduct of an adequate program of physical education (5:5).
2. That responses to the statements of the questionnaire were reliable.
3. That for the purposes of the study the items included from the following sources were valid:
  - A. La Porte's Revised Score Card No. 2 for secondary schools (31:73-86).
  - B. Nixon's Canadian High School Health and Physical Education Score Card (32:1-29).
  - C. The Alberta Teachers' Association Self-Evaluation Guide for High Schools, Part II (33:24-29), and Part III (34:21-29).

### Summary

The secondary school physical education programs of the public schools of School District No. 24, Kamloops, British Columbia, were evaluated in terms of present activities and certain related factors affecting these activities, and in terms of indicated expectations of the respondents. The points of view of trustees, administrators, counsellors, physical educators, students and parents were compared with some generally accepted professional standards. The professional



standards chosen were those that affect the following educational categories: aims, values, policies, programs, participation, leadership, standards, and evaluation, as well as administrative practices and policies, facilities, equipment, course content, and quality of instruction.

The results of the study should indicate to both administrators and physical educators the desires and expectations of respondents. Therefore, the examination of the physical education programs should indicate need for program innovations, revisions and improvements.





## REFERENCES

1. La Porte, Wm. R., The Physical Education Curriculum, Sixth edition; University of Southern California Press, 1955, p. 3.
2. Oberteuffer, Delbert, Physical Education, Revised edition; New York, Harper Brothers, 1956, pp. 114, 215, 288.
3. Irwin, Leslie W., The Curriculum in Health, Physical Education and Recreation, Second edition; St. Louis, The C. V. Mosby Company, 1951, p. 55.
4. Calhoun, R. A., "A Comparison of Achievements of Program Objectives of Selected Rated High School Physical Education Programs in Indiana." Unpublished Master's thesis, University of Indiana, Bloomington, Indiana, 1955, p. 9.
5. Pennington, Garfield G., "A Survey of Evaluation of Physical Education Curriculum, Facilities and Administrative Organization in the Public Schools of New Westminster, British Columbia, Canada, in the School Year 1959-1960." Unpublished Master's thesis, University of Washington, Seattle, Washington, 1960, pp. 2-8.
6. Austin, Patricia L., "A Conceptual Structure of Physical Education for the School Program." Unpublished Doctoral Dissertation, Michigan State University, Ann Arbor, Michigan, 1965, p. 18.
7. Howay, F. W., British Columbia, The Making of A Province, Toronto, The Ryerson Press, 1928, pp. 68-69.
8. Wade, M. S., The Thompson Country, Kamloops, The Inland Press, 1907, p. 47.
9. News Advertiser, [Kamloops, B. C.] "Industrial Review." Friday, June 28th., 1968, Section I, p. 2.
10. Greater Kamloops Chamber of Commerce, "Industrial Civic Information." Compiled by the Industrial Committee, Chamber of Commerce, City of Kamloops, 1968, pp. 6-11.
11. News Advertiser, [Kamloops, B. C.] "Industrial Review." Friday, June 28th., 1968, Section III, p. 24.
12. The Inland Sentinel, [Kamloops, B. C.] February 15, 1898, p. 4.
13. The Inland Sentinel, [Kamloops, B. C.] July 11, 1902, p. 4.



14. McArthur, H., retired School Inspector, personal interview, June, 1967.
15. The Inland Sentinel, [Kamloops, B. C.] June 29, 1900, p. 4.
16. Minutes of Kamloops School Trustees, April and September, 1915; February and October, 1916; and February and December, 1920.
17. Photograph, Kamloops' Museum, Catalogue No. 1730.
18. Martino, G., Graduate of 1953, Kamloops Secondary School, and C. Laidlaw, Basketball Official, 1953, personal interviews, June, 1967.
19. Davidson, C. L., "Brief on Facilities and Standards." prepared for School District No. 24, Kamloops, British Columbia, May, 1967, Mimeographed.
20. American Association of Health, Physical Education and Recreation, Current Administrative Problems, Washington, D. C., American Association of Health, Physical Education and Recreation, 1960, p. 105.
21. James, J. Myrle, Education and Physical Education, London, G. Bell and Sons Ltd., 1967, pp. 15, 27.
22. Kozman, Hilde Clute, Rosalind Cassidy, Chester O. Jackson, Methods in Physical Education, Second edition; Philadelphia, W. B. Saunders Company, 1952, pp. 47-50, and 297.
23. Voltmer, Edward F., and Arthur A. Esslinger, The Organization and Administration of Physical Education, Fourth edition; New York, Appleton - Century - Crofts, 1967, pp. 324-325.
24. Broer, Marian R., "Movement Education: Wherein the Disagreement?" Quest, Monograph II, Spring Issue, April, 1964, p. 22.
25. Bucher, Charles A., Foundations for Physical Education, Fifth edition; St. Louis, The C. V. Mosby Company, 1968, p. 403.
26. Bennet, Bruce L., "The Physical and Recreational Needs of Children." Unpublished manuscript, The Ohio State University, 1955, p. 5.
27. Morehouse, Laurence, and Augustus T. Miller, Physiology of Exercise, St. Louis, The C. V. Mosby Company, 1949, p. 35.



28. Personal interviews with Administrators, Physical Educators, Student Counselors, and Parents of School District No. 24, Kamloops, British Columbia, March, 2nd. - 8th., 1969.
29. Personal interview with School Public Health Nurses, Kamloops, British Columbia, March 2nd., 1969.
30. Zacharias, Jerrold R., and Stephen White, "The Requirements for Major Curriculum Revision." New Curricula, Heath, Robt. W. (Ed.), New York, Harper and Row, 1964, p. 68.
31. La Porte, Wm. R., Health and Physical Education Score Card No. 2, Revised, Los Angeles, University of Southern California Press, 1955, pp. 73-86.
32. Nixon, Howard R., "A Score Card for Evaluating Canadian High School Health and Physical Education Programs." Unpublished Doctoral Dissertation, Indiana University, Bloomington, Indiana, 1957, pp. 1-29.
33. Alberta Teachers' Association, "Report of the Principal and Staff." Self-Evaluation Guide for High Schools, Part II, Revised, November, 1964; Edmonton, Alberta, Barnett House, 1962, pp. 24-29, and 79-110.
34. \_\_\_\_\_, "Report of the School on Subjects." Self-Evaluation Guide for High Schools, Part III, Revised, March, 1966; Edmonton, Alberta, Barnett House, 1962, pp. 21-29.





## CHAPTER II

### REVIEW OF LITERATURE

A review of literature concerning physical education programs has revealed progressive changes over the years. Content from early years through the present has included attempts at defining and defending physical education, and attempts to justify physical education as an academic discipline. There have been many attempts to predict future trends of physical education. Research studies have endeavored to evaluate physical education programs. Early evaluations included surveys and interviews. Research during the period 1940 - 1960 was based upon more sophisticated empirical investigation. Current studies are delving into historical, sociological and psychological aspects of physical education.

#### Literature Pertaining to the Questionnaire

Related studies have mentioned the use of the La Porte Score Card No. 2 for evaluation of physical education programs. MacAulay (1:18-29) referred to nineteen separate studies which had used the La Porte Score Card No. 2 over the period 1940 through 1965. Checking other available score cards, White (cited in MacAulay, 1:21) found the La Porte Score Card No. 2 most feasible because, ". . . its standards are for the ideal program and any school or group of schools can be easily scored and compared to the ideal by use of this instrument." White felt that the La Porte Score Card No. 2 was valid due to the





critical evaluation it underwent in the hands of a selected jury of 150 leading state, city, and rural supervisors and administrators of physical education throughout the United States.

The only instrument devised specifically to evaluate Canadian health and physical education programs was developed by Nixon (2:137) who explained the purpose of the development of the Canadian score card as follows:

A thorough review of related studies and literature failed to reveal the existence of a score card in credence could be placed in evaluating Canadian secondary health and physical education programs. Canadian writings revealed that there was a genuine need for such an instrument . . . .

The fact that Canadian educators would not accept as valid existing American instruments compelled the author to attempt the construction of a truly Canadian score card . . . .

Nixon established thirteen areas in order to cover all aspects of the physical education program, and factors which affect the program. He continued his explanation of the development of the score card:

The list of items and areas was submitted to a selected representative group of Canadian authorities . . . . This jury rated each item and area in terms of acceptability, revised the standards of a major portion of the items, and added new concepts to several areas, proportionately weighed each item in terms of its relative value, and finally subdivided each item into observable components to facilitate a scoring procedure.

Nixon reasoned the score card to be compatible with existing professional literature, and to be in accord with the philosophy and opinion of Canadian authorities. The Canadian score card was considered to be generally valid for Canadian secondary schools.



Since the development of the Canadian score card in 1957 a self-evaluation guide for high schools was developed for use at a provincial level by the Accreditation Committee of the Alberta Teachers' Association. Routledge (3) stated that the self-evaluation standards originally developed by the Health and Physical Education Council of the Alberta Teachers' Association were adopted unchanged by the Alberta Department of Education. The Alberta Teachers' Association, however, deleted several questions, and references to specific standards were eliminated. The Alberta Teachers' Association published an amended version in a "Handbook for Self-Evaluation of Schools and Systems" (4, 5).

#### Literature Pertaining to Extracurricular Activity

Both the British Columbia and Alberta Departments of Education (6:15 and 7:121) refer to intramural and athletic activities as integral parts of the physical education program. The three activities, regular instructional program, intramurals and interscholastics are grouped into one division and referred to as the physical education program.

Intramurals. Two recent studies reviewed indicated that intramural programs were rated the most popular of the three physical education programs Crabb (8) and Enger (9). Earlier studies agreed that many schools had adequately administered intramural programs McLachlin (10), Grierson (11), Boyko (12), and Panton (13).



During the last decade, Routledge (14:24), McCutcheon (15:6) and Townsend (16:16) listed the values to be derived from intramural participation. Townsend and McCutcheon spelled out methods of administration and organization. Routledge concentrated on the aims and objectives of intramural programs.

Remarks by Shuck (17:288) and Lowman (18:635) regarding competitive activity for junior high school students were reiterated by Halsey and Porter (19:32) who stated:

. . . in no sense does the [adolescent] slow down in play activity; on the contrary, he needs to play harder, and for longer periods . . . however, he may need some protection from over-fatigue . . . . Intramural games, with occasional invitations to play other schools, are, therefore, preferable at this age to interscholastics organized on the "varsity" pattern of leagues and tournaments.

Athletics. The British Columbia Department of Education, Physical and Health Education Bulletin (7:15) included in a list of objectives, the opportunity to engage in wholesome competition under trained direction. The administrative policy encouraged physical educators to embrace a wide range of activities, and to encourage widespread participation rather than concentrate on one sport, or select one team.

Irwin (20:158) focused on the lack of opportunity for students to play many sports. A study by Semotiuk (21) revealed that students desired a greater variety of physical activity and sports.

Two early physical educators, Norton (22:16) and Samuel (23:26) advocated widespread participation and a variety of activities. Norton





listed nineteen activities. Samuel supported widespread participation rather than, ". . . merely providing an opportunity for the select few."

The literature of the last ten years has disclosed a shift in emphasis from widespread participation to concentration on the gifted physical education student. Oberteuffer (24:377), Anderson (25:29), and Scott (26:24) supported Theiss (27) who said:

. . . high school students are gifted in many ways, and the function of education is to provide experience and opportunity according to talents and abilities of each student.

Beach (28) referred to Mannerstedt's concept that, ". . . inter-scholastic athletics are the laboratory for physical education as the biology or science laboratory are used for the gifted academician."

This recent shift in attitude has caused some concern among parents, educators, and students, as a possible hindrance to scholastic achievement. Beattie (29:20), McLean (30:25) and Watkin (31) concluded that extracurricular activity does not hinder a student's school work.

Another area of concern has been the over-emphasis of athletics. Rafferty (32:18 and 33:122) claimed that athletics in some schools has been masquerading as physical education. Stoke (34:46), Oberteuffer and Ulrich (24:373) reinforced Bucher (35:747) who stated:

. . . . We need a New Athletics in our schools and colleges today - athletics that we can rightfully label educational athletics, as contrasted with the highly competitive spectator form where athletes are selected and trained to please rabid customers in the stands, rather than using sports as a means of individual self-improvement.





Beisser (36:14) approached this problem from a point of view that over-emphasis of athletics was detrimental to personality development. He said that many boys are being prepared for sports roles that will never be realized. He continued, ". . . as 'has beens' by their teens, they join the army of spectators . . . ." Beisser summarized his remarks with the statement:

American youth are thoroughly familiar with sports activities, but . . . have little first hand knowledge of modern occupational roles to which they might reasonably aspire.

The effect . . . on the personality development of the individual is that the transition from boy to man becomes a contradictory journey to nowhere.

School athletics has caused anxiety among medical men (Shuck 17:288, Lowman 18:636). Many orthopaedists seem concerned about young people whose athletic potential may be hampered through participation in violent and prolonged physical activities during childhood and adolescence. However, Cox (37:17) agreed with Lowman (18:635) and McGee (38:60) that young people are going to compete regardless of medical or other concern; and considered the schools the desirable place for competitive athletics. Their reasoning was that the physical education teacher has both the training and background for understanding the physiological and psychological implications for competitive athletics.

A recent Canadian-oriented opinion by Pennington (39:9) revealed that current athletic practices in Vancouver district schools showed over-emphasis of athletics. He substantiated his reasoning through



examples of mismatching; over-zealousness of coaches and players to win; and evidence of the professional elements of entertainment, gate receipts, and rewards. He concluded that:

. . . hero-worship, "spectatoritis" and professionalism are not educationally profitable and that we should substitute participation, student leadership and enjoyment in their place.

To summarize, the literature reviewed indicates that there have been continuous attempts by educators, and others, over the past few decades to meet the challenge of providing opportunity for students to participate in a wide spectrum of wholesome extracurricular activity. In recent years there has been some doubt as to the success of these attempts. This has been due to an ever-increasing emphasis on "varsity" athletics in the secondary schools.

In addition, the literature has indicated that participation in extracurricular activities does not lower academic achievement. Intramural programs at the junior high school have been rated the most popular, and students desire to participate in a greater variety of games and activities.

Current literature has also focused on the gifted athlete, the school sport spectacle, and the early involvement of the adolescent in violent and prolonged activity.

#### Literature Pertaining to the Adapted-Remedial Program

The British Columbia Department of Education, Physical and Health Education Bulletin (7) does not refer to either Adapted or Remedial Physical Education. Investigation of western Canadian



provincial curriculum guides and outlines for health and physical education disclosed that none of the provinces have stressed corrective or adaptive physical education.

Lokrantz (40:6-8) reported corrective physical education in the United States as early as 1920. Saylor (41:33), in 1930, referred to the popularization of correctives and the encouragement of disabled to participate in after-school sports. In 1959, Hooley (42:45) stated that provision of an adaptive physical education program in the school helped the student become a more mature individual through recognition of his limitations.

In each of the years 1966 and 1969 the Journal of Health, Physical Education and Recreation featured articles on adaptive physical education. Outstanding among these were: "The Potential of Physical Activity for the Mentally Retarded" (Stein 43:25); "Activity Programs for the Mentally Retarded Everybody's Problem" (Throne (44:24); and, "An Adapted Physical Education Program in a New High School" (Gart 45:49),

Current literature by Canadians has included, "The Forgotten Child" by Austin (46:11) who poignantly explained what can be done for all levels of handicapped children, ". . . be they fat, scrawny, or physically or mentally disabled." Both Lord (47:13) and Upton (48:17) considered the values of remedial physical education. Lord emphasized individualized programs, and Upton compared remedial physical education to remedial French and mathematics.





Blackstock (49:7) has drawn attention to a renowned Canadian, Tait McKenzie, who contributed greatly to the area of therapeutic rehabilitation, both as an educator and as a medical practitioner. Due to his pioneer efforts during World War I, Physical Therapy departments have been established in hospitals throughout the world.

Clein (50:89-91), Van Dalen and others (51:40-93) reported that historically, such educators as Herodikos, Hippocrates and Aristotle advocated the use of exercise on weak muscles in order to reduce periods of convalescence. From 3,000 B. C. the Chinese have used exercise for both remedial and therapeutic purposes.

In summary, remedial and adaptive physical education was recorded in early history. The Chinese, Greeks and Romans have referred to the benefits of therapeutic exercise. More recent literature indicated the public school systems of the United States included corrective and adaptive physical education as early as 1920. These programs have continued and expanded to include the physically and mentally disabled.

Canadian physical educators have recommended the inclusion of remedial and adaptive physical education in the public school systems.

Hooley (42) considered that the adaptive physical education program in schools contributed to the disabled person's recognition of his physical limitations. Through the adaptive physical education program the student gains self-realization of, and confidence in, his potential for satisfaction in daily living.





Literature Pertaining to Outdoor Education and Orienteering

Dooling (52:19) stated at the Canadian Association of Health, Physical Education and Recreation Biennial Convention, at Victoria, British Columbia, in 1969:

In the formative beginnings, Outdoor Education in Canada . . . was little recognized and was of little importance . . . . In this country man's habitat was still in a sea of wilderness. By the Centennial era the tables were reversed.

According to Dooling, outdoor education should be ecological in nature. Students should not learn "about" conservation, but learn by "living" conservation, in order to understand and appreciate the dynamic state and complexity of our environment. Secondly, outdoor education should have a strong program input related with outdoor recreation skills of gun handling, fishing and camping.

Blackstock (53:16) and Brown (54:7) have submitted that Canadian educators have been slow to fully appreciate the potential of living out-of-doors. They pointed out that good teachers of all subjects have used field trips, projects, and investigations to make learning more vivid, but there has been very little done in promoting school camping. Both reinforced the conservation concept, and directed educators to the general need of sensitizing themselves to:

. . . the unlimited possibilities that are available among the hills, the valleys, and the plains of our homeland, for thrilling, color-packed education that is adventurous and zestful.

As early as the 1930's United States educators were discussing, "New Tendencies in Camping Education." Joy (55:26) directed the attention of physical education majors to the following educational



tendencies and their relationship to camping. She stated, "Intelligent children resent any reminder of school." and suggested de-emphasis of (1) daily "class period" scheduling, (2) strenuous programming, (3) competition, (4) awards, and (5) sports and crafts, as featured in schools. She continued that activity should grow out of the camp environment, and flexible camp schedules provide for spontaneous programming.

Evidently early United States educational trends in camping had not filtered through to Canadian education, for as late as 1961 Devenney (56:16) supported earlier overtures by Blackstock (53) for outdoor education in schools. Devenney reiterated, as current trends, the tendencies outlined in 1930 by Joy (55). His only addition was the tendency today towards a focus on conservation.

Again in 1969, Devenney (57:24) reported that there was a growing concern for outdoor education in Canada. He referred to reports of camp leadership programs from all provinces of Canada except Manitoba and Prince Edward Island. Later in the same year Lapage (58:28), of Manitoba, reported that since 1965 many provincial agencies and groups in Manitoba had been working steadily towards implementing what has been called "Project Outdoors-1969."

As in Manitoba, other western provinces have made strides towards the inclusion of outdoor activity in the schools. A brief (59) submitted to the Alberta Department of Education by the Edmonton Public School Board's Centennial Committee made several recommendations. Of



note were the committee's requested changes in legislation and curriculum for the integration of outdoor education in schools. The Edmonton Journal (60:14), on Saturday, June 6th, 1970, devoted a full page to outdoor education activities. The project reported was the combined effort of three rural schools. Science, social studies, arts and crafts, health and physical education were included in the camp curriculum.

Olenick (61:25) recorded current developments of outdoor education in British Columbia. He concluded:

. . . increase in school programs still requires the vigorous co-operative efforts of many agencies and departments. The catalyst for such action . . . should prove to be the [recently formed] Committee on Outdoor Education . . . .

Inertia has been overcome and it is expected that, with continued enthusiasm and effort, school programs throughout the province may soon become a reality.

Another aspect of outdoor life was suggested by Pennington (65:25). He proposed a week in the wilderness for high school students, ". . . to get them away from urban environment, and to challenge them to fend for themselves." Such programs as "1970 Wilderness Outward Bound" (60:11), offered by the Recreation Branch of the Alberta Department of Youth, and the Duke of Edinburgh's Award Scheme described by Duffell (63:1-5) would likely provide a format for Pennington's wilderness concept.

Orienteering (64:2-3), the skill of travelling through natural surroundings with the use of map and compass, has come to Canada from Scandinavian countries. Two articles on Orienteering have appeared in





recent issues of the Canadian Journal of Health, Physical Education and Recreation. Mann (65:19) reporting for the Guelph District Board of Education outlined the course content of a successful pilot project in Orienteering at an elementary school. Some activities included in the course outline were map making, concept of contours, introduction to the Silva Compass (magnetic deviation), taking magnetic bearings, setting and plotting routes, and hiking with map and compass.

An article by Edwards (66:13) claimed that Orienteering should have great appeal to Canadians, ". . . who have vast expanses of outdoors for leisure living." He saw the possibilities of Orienteering being used in camping programs, skiing clinics, canoe tripping, and physical education programs.

In summary, outdoor education literature has directed attention to:

1. Emphasis on learning to "live" conservation, not learning "about" conservation; and mastery of the recreational skills of hunting, fishing, and camping.
2. More emphasis on flexible scheduling, spontaneity and creativity in camp environments.
3. De-emphasis of rigid educational formalities in camp environments.
4. Less competition and fewer awards.
5. Fewer sports and crafts as featured in schools.

In the past, Canadian educators have appeared slow to appreciate





the potential and unlimited possibilities of outdoor education. However, within the last few years most provinces in Canada have reported progress in outdoor education development.

Orienteering should appeal to many Canadians as it may be integrated with camping, skiing, canoeing, snow-shoeing, bicycling, hiking, and cross country running.

### Literature Pertaining to the Evaluation of Physical Education

In the past three decades there have been nineteen studies evaluating physical education programs in public schools of Western Canadian provinces. Thirteen of these studies have evaluated Alberta schools, four studies have investigated British Columbia schools, and one study each evaluated physical education programs in Saskatchewan and Manitoba. Several of these studies were concerned with extra-curricular programs and have been mentioned earlier in this thesis. The earliest study was completed in 1925, and the most recently completed study was in 1969.

The earliest survey of British Columbia physical education programs was by Putnam and Wier (67:47) in 1925, who reported that:

. . . various organizations called attention to the importance of systematic instruction in physical education as an integral part of the school curriculum . . . .

Twenty-one years later Hughes (68) surveyed the secondary schools of Victoria, British Columbia. He concluded that the physical education program's greatest strength was the organization and administration of instructional classes, and the health services. The areas with



the greatest deficiencies were indoor facilities, locker and shower facilities, swimming pools, and the adapted physical education program.

Related studies of the Western Canadian provinces revealed that there were many common areas of deficiency. The Province of Manitoba (69), in 1958, published the results of a Royal Commission which examined the status of physical education in that province. Deficiencies listed were finance, teacher training, insufficient qualified teachers, proper or adequate facilities and a low standard of program. Cameron (70), of Saskatchewan, and Crabb (2), McLachlin (10), Grierson (11), and Eriksson (71), of Alberta, reported deficiencies in basic physical education programs and of facilities. With the exception of Crabb these studies reported lack of teacher training.

Twenty-four percent of the teachers surveyed by Korchinsky (72) had no training in physical education. His study revealed that many of the trained physical educators in Alberta had received training through a faculty or college of education. Korchinsky attempted to establish relationships between qualifications, responsibilities and physical education programs in senior high schools. He concluded that the physical education standards of a school vary according to the classification of the school investigated irrespective of teacher qualifications. Enger (9) concluded that the quality of the physical education program increased with the amount of preparation time available to the teacher.



Semotiuk (21) used an attitude scale to evaluate interest in physical education. He concluded that the attitude toward physical activity was generally favorable; that interest in physical activity was definitely influenced by the various communication media; and that there exists a desire to participate in a greater variety of physical activities.

Schneider (73:7-20) stated that a part of educational evaluation, ". . . requires that we know what youngsters think." She applied this in a study which resulted in positive and constructive criticism of physical education programs.

In summary, the literature has focused attention on the importance of physical activity in the school curriculum. Physical education program strengths have varied over the past thirty years. In 1946, school physical education programs in Victoria, British Columbia, were strong in instructional classes and health services. In more recent years the strength appears to have been in extracurricular activity, with a tendency to rank intramurals over athletics at the junior high schools.

Attention has also been given to deficiencies in program, facilities, and the lack of teacher training. The program area most often reported lacking, or non-existent was adapted physical education. The inadequacy of outdoor areas, locker rooms and showers was stressed. Studies reporting lack of teacher training indicated that many school districts employed untrained physical educators, or that a majority of





teachers had received their training through faculties or colleges of education, not faculties of physical education.

An attitude study indicated students generally accepted physical education, and that their selection of activities was influenced by the communication media, which may also be responsible for their expressed desire to participate in a wider spectrum of physical activity.

#### Literature Pertaining to Current Trends in Physical Education

During recent years many professional educators have emphasized the need to learn by experience. Internship and apprenticeship techniques have been considered by educators concerned with the trend towards, "education for living." Relative to this tendency, many physical educators and education administrators have been concentrating their attention on recreational activities, or "lifetime sports" which will be useful and lasting in daily living.

Supporting the "lifetime sports" concept, Farris (74:29) listed archery, badminton, tennis, bowling, golf, gymnastics and dance (modern, square and ballroom), as lifetime activities. Smith (75:32-33) added swimming, boating, fishing, hunting, camping, skiing and horseback riding.

The recreational approach appears to be an attempt to de-emphasize competitive team sports. Pennington (62) supports this concept. His basic plan is to give students as much freedom as possible in choosing physical activity. He stated, "I call it a program of self-realization -





it depends upon the individual." It is his hope to re-awaken an interest in sports and athletics for the majority of students, who are presently "turned off" by competitive sports.

He also points out that to individualize a program will involve student participation in planning the conduct of games, and flexible scheduling to permit programming for individual students.

Predictions by Bucher (35:102-103, 535) and Frost (76:43-53) have indicated that physical educators will have to consider the integration of such educational developments as computerized student records, and conceptualized program content. Considerable time will have to be devoted to planning and organizing leisure time activity programs. Emphasis will tend toward movement education. There will be a need for development of special physical activity programs for the mentally retarded, orthopaedically handicapped, blind, and for the culturally, socially, and emotionally deprived, and for other atypical students.

Bucher (35:102, 535) and Trump (77:7-13) have forecast that the following changes, (1) the non-graded school, (2) the year around school, (3) team teaching, (4) ability grouping, and (5) class organization will influence physical education curriculum planning. They also posed for consideration that class size will vary in accordance with purpose and content of instruction, and that there will be a possible teaching team of six, including professional teachers, instructional assistants, general (technical) aids, club sponsors,



community consultants, and professional consultants.

Hanson (78:50-57) reports that the importance of early childhood physical activity is evident with the growth of elementary school physical education programs. Her report has been substantiated by Bucher (35:103), Frost (76:35), Miller (79:169), and Smith (80:7) who consider physical educators will stress early physical activity in order to provide students with a firm and strong foundation for future physical education and recreational experiences.

Another current trend in physical education will be increased emphasis on research. Bucher (35:103) predicts that research will show the relationship of physical activity to mental and social development. He was supported by Frost (76:35) and Morgan (81:26-27) who suggested that there is a need for researchers to explore the restorative potential of physical exercise and play.

There is some clinical evidence to support, as therapeutic, the present trend toward play and the worthy use of leisure time. Both Byrd (82:35) and Rarick (83:37) have given accounts of patients who had physical and sports activity prescribed for the release of tension and anxiety.

Evidence supporting both Bucher's (35) and Frost's (76) predictions of the rehabilitative potential of physical exercise for the mentally retarded has been reported by Williams (84:28-31). She referred to recent research by Stein (43:25), Corder (85:357), Howe (86:352), Kariger (87:35) and Oliver (88:155) who indicated that the



mentally retarded individual may derive important benefits from planned programs of physical activity. However, they were cautious as to claims that physical activity can or does effect cognitive changes in the mentally retarded.

Another development tendency in education, related to recreation and lifetime sports concepts, is the community school. Smith (75:33) considers the school of the future as a, "Cooperating Agency for Communitywide Recreation." He considers the community school to be related to park schools, year around schools, continuing education, sports centres, outdoor laboratories, museums, zoos, nature centres, cultural centres, community libraries, and performing arts centres. Frost (76:34) predicts that through community school programs, community action programs will cooperate with recreation and physical educators in programs for school drop-outs and juvenile delinquents.

Updyke and Johnson (89:58-60) approach current changes in education as stemming from the combined influences of technological experimentation, discoveries, and innovation. They say that educators will have to be concerned with the effects of increased leisure, more money, unfulfilled expectations, and unprecedented mobility. They predict that physical educators will eventually be chiefly concerned with recreational activity, and they direct attention to two statements by Dulles (90:392), "The leisure market may become the dynamic component of the whole economy . . . ." and, "Play has to be considered a virtue for the sake of the nation's prosperity."





In relation to play trends, Sessoms (91:44) notes:

. . . Leisure has replaced work as life's central interest.

For many it is not an easy transition. There are feelings of guilt and shame; leisure has been for too long synonymous with idleness and the prestige ascribed to adult play is woefully low . . . .

Current trends of Canadian physical education have been reported by Smith (80:7). He stated that today, in Canada, there are more:

1. And better graduates.
2. Physical education graduate programs.
3. Recreation graduate programs, and that there is
4. Closer liasion in planning between civic, provincial, and federal governments, and education authorities.
5. Meaningful physical education research, with recent emphasis on the sociology and psychology of sports.
6. Awareness of national and international understanding of physical education.

In summary, current trends and predictions for the future of physical education appear to emphasize freedom to pursue interest areas through satisfaction from, and participation in, lifetime sports.

Technology and mechanization are responsible for the creation of additional amounts of free time. The result is a dichotomy of purpose as seen in the work-play argument. It will be the task of recreation and physical educators to help create a new value system in which meaningful leisure pursuits are possible.

There is evidence that physical exercise and play have





therapeutic value. Medical practitioners have been prescribing physical exercise for the release of emotional tension and anxiety. Physical educators have found that physical exercise and play increase physical ability and mental alertness of the mentally retarded.

Some literature reviewed predicted that the community school will result in community programs being integrated with school programs; that the student's worthy use of leisure time will revolve around lifetime sports and activities; that competitive team sports will be de-emphasized and replaced with recreational games, sports and cultural activities; and that more attention will be given to outdoor activities. New educational approaches will change teacher training; team teaching will include members from community agencies; and physical education will be extended to include all grades from elementary through graduation.

#### Literature Pertaining to Facilities

The success of physical education in the schools depend as much upon the provision of adequate facilities as upon the appreciation of the real values of physical activity. In the early 1800's Rice (92:16) mentioned the concern about proper lighting, heating and ventilation of school buildings. Adams (93:16) discussed the placement of school buildings in relation to playground areas. Canadian educators have been confronted with facility problems. McLachlin (10:28) pointed out the concern of providing suitable facilities for the long winter months. The Report of the Task Force on Sports for



Canadians (94:55, 82), in 1968, emphasized the relationships of the length and severity of Canadian winters with the consequent needs for indoor facilities for most sports. Over the last three years British Columbia physical educators have been confronted with the "ban on gymnasiums" policy of the provincial government. Etchell (95:35) stated that educators, and especially physical educators must, ". . . show the advantage to the taxpayer of a school gym as a community resource."

Studies evaluating physical education programs in Western Canada have referred to the inadequacy of physical education facilities in schools. Three studies completed prior to the turn of the mid-century by Eriksson (71), Hughes (68) and Panton (13) respectively reported: that school buildings should be used as community recreation centres; that indoor areas, locker and shower areas were inadequate, and swimming pools were practically non-existent; that there was a serious lack of gymnasium facilities in ninety percent of the schools and universities in Manitoba, Saskatchewan, Alberta and British Columbia. Other studies since 1950 by Grierson (11), in 1955, Enger (9), in 1968, and Crabb (2), in 1969 also reported deficiencies in physical education facilities.

The 1958 Royal Commission study of the Province of Manitoba (69) reported physical education facilities lacking. A study from Saskatchewan by Cameron (70) stated that indoor and outdoor facilities had been rated as poor.



Today, many physical education facility changes are being geared to the "lifetime sports" concept. In the foreward of the National Facilities Conference for Health, Physical Education and Recreation (96:viii), it was reported that recent research devoted to facility planning and construction has been due to the current focus on leisure time, and the growing acceptance of recreation as a fundamental need, essential to the well-being of all people.

Gabrielsen (97:74-78) has called attention to, ". . . a few of the more exciting and significant innovations in facility and equipment design . . . ." He listed as new developments in design:

1. Air structures: least costly of all overhead structures.
2. Pre-fabricated steel or aluminum structures.
3. Open Sky Dome: the most unique design, and one-third to one-half the conventional cost.
4. Geodesic Dome: beautiful and functional, a wide, clear space at about one-half the cost of conventional design.
5. Artificial turf: Tartan Turf and Astro Turf, both these products are being used for many sports areas, including tennis, and as substitutes for greens and tees of golf courses.
6. Above ground portable swimming pools, pre-fabricated swimming pools, and a regenerative cycle concept for filtering swimming pools.

Gores (98:19-23), president of Educational Facilities Laboratories,







Inc., New York, discussing new facilities stated that, "Cost per use, not cost per square foot, will be the criterion for economy."

Educational Facilities Laboratories have been responsible for recent research and focus on: (1) field houses, (2) plastic ice, (3) cold air in place of brine for ice-making, and (4) Freon gas, for ice-making.

Gabrielsen (97) suggested that one of the most significant developments in recent educational facility planning has been the park-school. Supporting the development of park-schools, Bailey and Rowley (99:31-35) referred to the Mount Stuart Elementary School at Ellensburg, Washington. It is situated on twenty-seven acres, and used by the community as well as by the school system. The basic school area occupies eight acres. The remaining nineteen acres, plus several acres of city-owned land are programmed for recreation for all ages. Facilities include, ball diamonds, an obstacle course, fenced tennis and volleyball courts, a large central lawn area for field games, a four-hole pitch and putt golf course with picnic spaces around the perimeter, also a club-house - including an office, equipment and storage space, and public rest rooms.

By contrast, school playgrounds of the past have been aptly described by Hanson (100:34-36) as, ". . . a proliferation of iron bars cemented into a stark desert of asphalt." He suggested that the trend is to the adventure playground idea which can be included with park-school play areas.

Another development has been the trend toward community schools.



Their significance for opportunity to teach lifetime sports was emphasized by Ezersky and Theibert (101:26-29). They stated:

If physical educators in big cities are seriously intent upon teaching lifetime sports and developing positive attitudes towards fitness, sports and athletics, the first big step should be to get rid of gymnasiums . . . .

They established that in the United States the average physical education facility in a big city high school costs three and one half million dollars. They cited an example of a city with seven high schools requiring twenty-four and a half million dollars, and explained that twenty-two million would provide specialized facilities, which would be available not only to the schools but also the community. These facilities would be strategically located so that all schools could transport students easily.

"Community Resources for Physical Education, Recreation and Adult Education" was the topic of an address presented by Panton (102), to the 1968 British Columbia Physical Education Teachers' Workshop. He suggested that some problems in British Columbia are:

1. Overlapping in construction of facilities by school boards and recreation departments,
2. In most communities the schools provide the only accommodation, which become over-burdened, and
3. Inconsistency of policy governing the use of school facilities by communities.

The reasons given for these problems were public apathy, misunderstanding



of recreational needs, and lack of community responsibility. His conclusion was:

There is a need for interaction among Community Recreation Departments, Adult Education Departments and School Physical Education Departments, in order to solve overlapping and overburdening, and to provide a total program for lifetime recreational pursuits.

In recent years there has been some concern about the lack of accessibility to recreational facilities by the aging and the disabled. This was explained in the proceedings of the National Facilities Conference (96:237) to be due, in part, to many community administrators and educators not recognizing the necessity for planning facilities that, ". . . will be equally usable by the 'able' and the 'disabled'." This statement continued with the explanation that it has been the experience of organizations and agencies for the disabled, working closely with designers, that the disabled and aging can be accommodated in all facilities used by the public. The disabled can be accommodated without loss of space or function, without significant extra cost, and with standards to facilitate the disabled incorporated regardless of basic architectural concepts.

Still another facility problem will be the provision of adequate school camping and outdoor education facilities. The National Facilities Conference (97:63-72) pointed out that camping facilities for schools must be designed for year around use.

Smith (103:3-4) in an address presented to physical education teachers at the Red Deer Area Teachers' Convention, in 1969, stated;





"A greater variety of types of facilities is a must. More small areas for dance, wrestling, weight training, and learning pools . . . ."

In summary, studies have stressed the lack of sufficient and appropriate physical education facilities. In Canada a problem has been the need for indoor sports facilities due to the length and severity of the winters.

Since 1966, British Columbia physical educators have had to contend with government restrictions on the construction of school gymnasiums. The lack of facilities and restrictions on gymnasium construction were referred to by Etchell (95) and Panton (102), who urged British Columbia physical educators to inform the public of the advantages of school gymnasiums as community resources. The community school concept was supported by Gabrielsen (95), Bailey (99), and Ezersky (101).

Current emphasis on leisure time activities has been attributed with influencing some new trends in facility planning, and with the economic criterion, ". . . cost per use, not cost per square foot . . . ."

#### Literature Pertaining to Physical Education Instructional Staff

In respect to preparation time and work loads, Oberteuffer (104:4), Daniels (105:29), and Trump (106:5) agreed that preparation time is essential if the ultimate goals of physical education are to be obtained, and to equate the instructional, intramural and athletic programs in their true perspective. Trump (77:9) predicted that future teaching loads would approximate ten hours per week. The





remainder of the time would be free of classroom routine to prepare adequately.

By way of contrast Messersmith (107:14) pointed out that too often physical educators are guilty of offering substandard courses, coupled with careless teaching. He stressed that physical educators excuse themselves by saying, ". . . they have not enough time." When in fact they do not make effective use of the time available. He continued his critique with the consideration that physical educators usually direct all their energies toward one area of interest to the complete neglect of others.

In 1947, Krakower (108:305) stated that physical education teachers' loads were so heavy that it was impossible to plan constructively, or to make desirable professional growth.

Grierson (11) in 1955, Cameron (70) in 1959, and Pennington (109) in 1960 reported on physical education teaching loads in Alberta, Saskatchewan and British Columbia respectively. Alberta teachers were spending up to eleven hours per week on extracurricular activities, in addition to their regular teaching load. Four schools of twenty-six investigated in Saskatchewan reported teaching loads in physical education of less than five hours per day, while in British Columbia physical education teachers of the secondary schools in New Westminster taught six hours per day including coaching and supervision.

With respect to compensation and extracurricular activity several proposals have been made. It was suggested in the "Live Issues



Corner" of the September, 1956 Journal of the Canadian Association of Health, Physical Education and Recreation (110:11) that a pay scale should be established for teachers of extracurricular activities. Boyko (12:65) stated that sixty Alberta high school principals favored a lighter teaching load as compensation. Bamman and French (111:115-125) considered another technique for lessening the physical educator's work load. Student aids or cadets were used to provide the teacher with more time for preparation and keeping up-to-date. Chute (112:8) outlined a physical education assistants' program developed for the Newton Junior High School in Surrey, British Columbia.

Margaret Mead (113:33-34), reflecting on the nature of problems confronting teachers today, concluded that:

. . . special responsibilities that fall upon the "new emerging teacher" are those of (1) keeping as far as possible abreast with new knowledge and social change, and (2) discovering how best to prepare pupils for "a world which does not yet exist."

Bucher (35:629-644) discussing problems confronting physical education teachers quoted Johann Henrich Pestalozzi, the great Swiss educator, who said, ". . . the educator must understand the full significance of man himself and human nature." Bucher continued that all teachers need a broad educational background, which he felt was especially true for physical educators. This was due to the physical education specialist holding a strategic position through the nature of his work; his close personal contact with students; his leadership in the community; and the coordination of his subject with other phases of school programs.



Conant (114:183) said that, ". . . like a music teacher, the physical education teacher must be a competent performer." He implied that tests of developed physical skill and sports skill should be a prerequisite for admission to teacher training programs for physical educators.

Professional preparation and continual self-improvement were stressed by Irwin (20:64), Frost (115:24-36), McGraw (116:15), and Harman (117:389) as the keys to successful leadership. Black (118:14) emphasized the need for extensive and continued professional preparation with the statement, ". . . the standard of discipline within a school is decided in the gymnasium." McLachlin (10:60) concluded that insufficient education handicapped the effectiveness of physical education programs.

Summarizing in respect to professional preparation, preparation time, and work load, the literature suggested that generally physical education work loads were excessive, and that considerably more preparation time was required if new teaching methods were to be effectively utilized. Techniques for reducing work loads included student assistants and less time in classroom teaching. One suggestion implied that more efficient use of time would provide physical educators more time for preparation and would tend to lessen the work load. Emphasis was placed upon the responsibility of the physical educator to acquire and maintain as high a standard of professional preparation as possible.







### Literature Pertaining to Physical Education Administration

Recent literature related to educational administration indicated that probably the most important aspect will be that school administrators must attempt to anticipate, ". . . a world that does not yet exist." (Mead, 113:33).

McClogan (119:38) discussing trends in administrative structure pointed out, ". . . administrators should be aware of a changing society and be prepared to meet, to initiate, and to guide the changes . . . ." He enumerated trends related to sociological patterns for consideration of school administrators, which included urbanization, population mobility, population increases, social forces and pressures for and against schools, action group pressures, centralization versus decentralization, increased recreation, community use of schools, innovating program, and teacher negotiations.

According to a summary of reports from small group discussions at the sixth National Conference of City and County Directors of the American Association of Health, Physical Education and Recreation (120:49) the challenge of preparedness and organization can be met. Physical education administrators and teachers will need to face the problems related to trends courageously; tackle them imaginatively, and work at them studiously and with determination. The summary listed as areas for action:

1. The establishment of guide lines for various sized school systems, outlining recommended structure to increase



efficiency in school physical education and recreation; and the establishment of guide lines for evaluation of desired values for the position and responsibilities of a system-wide physical education administrator.

2. Establish dialogue between directors, supervisors, principals and other administrators; and establish dialogue with professional preparation agencies.
3. Investigate ways and means to move more rapidly to effect change in physical education.

Other problems discussed in the summary of reports (120) were related to: (1) status of physical education administrators, (2) apparent overemphasis of athletics, (3) work load and responsibilities, (4) use of facilities, and (5) the twelve month school year, and their attendant problems.

Another area of concern for educational administrators is public relations. Many parents, students, business persons, school trustees and educators consider communication a major problem in relating the community with education. Smith (80:5), discussing the relationship of physical education and communication said, ". . . too many of us pass off obligations to someone else." To substantiate this remark, he continued with the consideration that forty percent of the population knows what is happening, ten percent make things happen, and the remainder do not know what is happening. Therefore, the members of a profession must be a part of the "action" before they can communicate.



It is difficult to distinguish between communication and public relations. Communication, so often is just talk - no action. Good public relations results from something having been done. Eight collaborating authors, Singer (121:40), Adams (122:41), Shroyer (123:42), Van Winkle (124:43), Harris (125:44), Weiskopf and Gordon (126:46), and Marsh (127:47) all agreed that good public relations is an outgrowth of good teaching. It is carrying the effects of instruction beyond the classroom to the community. Public relations cannot create a physical education image; it can only reflect what is there.

In summarizing administrative structure the following questions seem to arise from the literature reviewed. How will the basic physical education program; instructional, intramural, and athletics be rearranged to take advantage of new trends? How will the new program trends of lifetime sports, leisure-time recreational activities, adapted physical education, and outdoor education be integrated with present and future educational patterns?

Public relations means communicating, interpreting, and informing; it means showing and telling; it means doing an important job well, and taking pride in explaining and sharing. Finally, public relations is the responsibility of each individual physical educator.





## REFERENCES

1. MacAulay, Douglas M., "A Comparison of Physical Education in Regional and Non-Regional High Schools in the Province of Quebec, Canada." Unpublished Master's thesis, Springfield College, 1963.
2. Nixon, Howard R., "A Score Card for Evaluating Canadian High School Health and Physical Education Programs." Unpublished Doctoral dissertation, Indiana University, Bloomington, Indiana, 1957.
3. Routledge, Robert H., personal interview, June 3rd., 1969.
4. Alberta Teachers' Association Health and Physical Education Council, "Report of the Principal and Staff." Part II Handbook for Self-Evaluation of Schools and Systems, Revised, November, 1964, Edmonton, Alberta. Barnett House, 1962, pp. 24-29, and 79-110.
5. \_\_\_\_\_, "Report of the School on Subjects." Part III Handbook for Self-Evaluation of Schools and Systems, Revised, March, 1966, Edmonton, Alberta, Barnett House, 1962, pp. 21-29.
6. Department of Education, Division of Curriculum, Province of British Columbia, Secondary School, Physical and Health Education, Victoria, British Columbia, Queen's Printer, 1961, p. 15.
7. Alberta Department of Education, Junior-Senior High School Physical Education, Edmonton, Queen's Printer, 1965, p. 121.
8. Crabb, Robert George, "An Evaluation of Physical Education Programs for Boys in the Public Secondary Schools of Calgary, Alberta, 1968-69." Unpublished Master's thesis, University of Alberta, Edmonton, Alberta, 1969.
9. Enger, Arnold M., "An Evaluation of the Physical Education Programs in the Secondary Public Schools of Edmonton, Alberta, Canada, in the School Year 1966-67." Unpublished Master's thesis, University of Alberta, 1968.
10. McLachlin, H. J., "A Survey of the Physical Education Curriculums, Facilities, and Administrative Organization in the Senior High Schools, in the Province of Alberta, Canada." Unpublished Master's thesis, University of Washington, 1952.





11. Grierson, M. K., "An Examination of the Physical Education Facilities and Programs in Secondary Schools of Alberta." Unpublished Master's thesis, University of Alberta, 1955.
12. Boyko, Steve, "Current Practices in Extracurricular Activities in Alberta Centralized Schools." Unpublished Master's thesis, University of Alberta, 1959.
13. Panton, J. H., "A Survey of Men's Intramural Programs in Universities and Secondary Schools in Manitoba, Saskatchewan, Alberta and British Columbia, and a Suggested Plan for Organization in Secondary Schools." Unpublished Master's thesis, University of Washington, 1948.
14. Routledge, Robert H., "Aims and Objectives of Extracurricular Activities for High Schools." Journal of Canadian Association of Health, Physical Education and Recreation, XXV (June-July 1959), pp. 24-27.
15. McCutcheon, John E., "The Intramural Athletic Program." Journal of Canadian Association of Health, Physical Education and Recreation, XXIX (Aug.-Sept. 1963), pp. 6-8, 36-38.
16. Townsend, Marvin, "Intramurals - New Concepts." Journal of Canadian Association of Health, Physical Education and Recreation, XXXI (April-May 1965), pp. 18, 30.
17. Shuck, Gilbert R., "Effect of Athletic Competition on the Growth and Development of Junior High School Boys." Research Quarterly, XXXIII (May 1962), p. 288.
18. Lowman, C. L., "The Vulnerable Age." Journal of Health, Physical Education and Recreation, XVIII (Nov. 1947), pp. 635-636.
19. Halsey, Elizabeth, and Lorena Porter, Physical Education for Children, New York, The Dryden Press, 1958, p. 32.
20. Irwin, Leslie W., The Curriculum in Health and Physical Education, St. Louis, The C. V. Mosby Company, 1944, pp. 64, 158.
21. Semotiuk, Darwin Michael, "The Attitudes Toward and Interests in Physical Activity of Edmonton Secondary School Students." Unpublished Master's thesis, University of Alberta, 1967.
22. Norton, H. J., "Athletics." Journal of Health and Physical Education, I (March 1930), p. 16.



23. Samuel, H. I., "Intramurals in the Junior High Schools." Journal of Health and Physical Education, I (Nov. 1930), p. 26.
24. Oberteuffer, Delbert, and Celeste Ulrich, Physical Education, (Third edition), New York, Harper and Row, 1962, pp. 373-377.
25. Anderson, Ches. S., "I am Not Ashamed of Coaching To Win." Journal of the Canadian Association of Health, Physical Education and Recreation, XXVII (Aug.-Sept. 1961), p. 29.
26. Scott, T. S., "A Letter To the Parent Concerning Physical Education Today." Journal of the Canadian Association of Health, Physical Education and Recreation, XXX (June-July 1964), p. 24.
27. Theiss, Robert John, "An Analysis, With Recommendations, of the Boys' Physical Education Programs at the Secondary Level of the Olmsted Falls School District." Unpublished Master's thesis, Ohio State University, Columbus, Ohio, 1964.
28. Beach, Vernon Ray, "Supervision of Athletics in Medium-sized Schools in the State of Washington." Unpublished Master's thesis, Washington State University, Pullman, Washington, 1960., cited in Enger, Arnold M., "An Evaluation of the Physical Education Program in the Secondary Public Schools of Edmonton, Alberta, Canada, in the School Year 1966-67." Unpublished Master's thesis, University of Alberta, 1968, p. 21.
29. Beattie, L., "The Coaching Skills in Teaching." Journal of the Canadian Association of Health, Physical Education and Recreation, XXV (Jan. 1959), p. 20.
30. McLean, W. D., "The Relationship of the Degree of Athletic Participation to Social and Personal Adjustment in Selected Grade XII Male Students." Alberta Teachers Association, Health and Physical Education Specialists Council Bulletin, III (Feb. 1964), p. 25.
31. Watkin, J. F., "Extra-Curricular Activities in Alberta High Schools." Unpublished Master's thesis, University of Alberta, 1938.
32. Rafferty, Max L., "A Critical Look At Physical Education." Alberta Teachers Association, Health, Physical Education Specialists Council Bulletin, IV (June 1965), p. 18.
33. \_\_\_\_\_, What Are They Doing To Your Children, Toronto, The New American Library of Canada Limited (Signet Book), 1966, p. 122.





34. Stoke, H. W., "College Athletics, Education or Show Business?" Atlantic Monthly, CXCI (March 1954), p. 46.
35. Bucher, Charles A., Foundations of Physical Education, St. Louis, The C. V. Mosby Company, 1968, pp. 102-107, 535, 629-644, 747.
36. Beisser, Arnold R., The Madness of Sports, New York, Appleton-Century-Crofts, 1967, p. 14.
37. Cox, Kenneth Marvin, "The Status of Interschool and Intramural Athletics in the Elementary Schools of Oregon." Unpublished Master's thesis, San Fernando State College, Northridge, California, 1962, p. 17.
38. McGee, Rosemary, "Comparison of Attitudes Towards Intensive Competition For High School Girls." Research Quarterly, XXVII, (March 1956), p. 60.
39. Pennington, G. Gary, "What's in a Game?" Pro Motion, Journal of the British Columbia Physical Education Teachers' Association, X (Feb. 1970), pp. 9-13.
40. Lokrantz, S., "Corrective Physical Education Practised in Los Angeles City Schools." Journal of Health and Physical Education, I (March 1930), pp. 6-8.
41. Saylor, S., "Popularizing Correctives." Journal of Health and Physical Education, I (Sept. 1930), p. 33.
42. Hooley, Agnes M., "We Can Serve the Student with Disabilities." Journal of Health, Physical Education and Recreation, XXX (March 1959), pp. 45-54.
43. Stein, Julian U., "The Potential of Physical Activity for the Mentally Retarded Child." Journal of Health, Physical Education and Recreation, XXXVII (April 1966), p. 25.
44. Throne, John, "Activity Programs for the Mentally Retarded Everybody's Problem." Journal of Health, Physical Education and Recreation, XXXVII (April 1966), p. 24.
45. Gart, Wally, "An Adaptive Physical Education Program in a New Senior High School." Journal of Health, Physical Education and Recreation, XL (May 1969), p. 49.
46. Austin, Patricia, "The Forgotten Child." Journal of Canadian Association of Health, Physical Education and Recreation, XXXV (Aug.-Sept. 1969), pp. 15, 38.





47. Lord, John C., "Individualizing Physical Education for the Low Achiever." Journal of Canadian Association of Health, Physical Education and Recreation, XXXII, (Aug.-Sept. 1966), pp. 13, 30.
48. Upton, Joseph C., "High School Remedial Physical Education Classes." Journal of Canadian Association of Health, Physical Education and Recreation, XXX (Dec. 1963-Jan. 1964), pp. 17-18, 31.
49. Blackstock, C. R., "R. Tait McKenzie - Educator and Sculptor." Journal of Canadian Association of Health, Physical Education and Recreation, XXV (Jan. 1959), pp. 7-11.
50. Clein, Marvin I., "The Early Historical Roots of Therapeutic Exercise." Journal of Health, Physical Education and Recreation, XLI (April 1970), pp. 89-91.
51. Van Dalen, Deobold B., Elmer D. Mitchell, and Bruce L. Bennett, A World History of Physical Education, New York, Prentice - Hall, Inc., 1953, pp. 40-93.
52. Dooling, P. J., "The Great University of the Canadian Outdoors." Journal of the Canadian Association of Health, Physical Education and Recreation, XXXVI, (March-April 1970), pp. 19-21.
53. Blackstock, C. R., "Outdoor Education." Journal of Canadian Association of Health, Physical Education and Recreation, XXVI, (Oct.-Nov. 1959), p. 16.
54. Brown, Lorne E., "Why Not More School Camps?" Journal of Canadian Association of Health, Physical Education and Recreation, XXX, (Aug.-Sept. 1964), p. 7.
55. Joy, Barbara E., "New Tendencies in Camping Education." Journal of Health and Physical Education, I, (May 1930), pp. 26-27.
56. Devenney, Hart, "Trends in Camping." Journal of Canadian Association of Health, Physical Education and Recreation, XXVII, (June-July 1961), pp. 15-16 and 28-29.
57. \_\_\_\_\_, "Outdoor Education." Journal of Canadian Association of Health, Physical Education and Recreation, XXXV, (Dec. 1968-Jan. 1969), p. 24.
58. Lapage, R., "Report on Outdoor Education in Manitoba." Journal of Canadian Association of Health, Physical Education and Recreation, XXXV, (April-May 1969), pp. 28-30.



59. Edmonton Public School Board Centennial Committee (Outdoor Education), Brief on Outdoor Education, Edmonton, Alberta, 1966.
60. Edmonton Journal, Saturday, June 6th, 1970, pp. 11, 14.
61. Olenick, Norman, "Outdoor Education." Journal of Canadian Association of Health, Physical Education and Recreation, XXXVI, (Oct.-Nov. 1969), pp. 4, 25-26.
62. Pennington, Gary, "Instructor Seeks Curriculum Changes Deemphasizing Student Team Sports." Edmonton Journal, Saturday, April 11th, 1970, p. 25.
63. Duffell, George W., "A Challenge to Youth - A Challenge to Adults." Pro Motion, Journal of the British Columbia Physical Education Teachers' Association, X (Feb. 1970), pp. 1-5.
64. Know the Game (Series), Orienteering, London, E. P. Publishing Company, Ltd., 1965, pp. 2-3.
65. Mann, John H., "Orienteering in the Elementary Schools." Journal of Canadian Association of Health, Physical Education and Recreation, XXXIV, (Oct.-Nov. 1967), pp. 19-20.
66. Edwards, J. F., "Competitive Orienteering - A New Sport for Canadians." Journal of Canadian Association of Health, Physical Education and Recreation, XXXIV, (April-May 1968), pp. 13-16.
67. Putnam, J. H. and G. M. Weir, A Survey of the School System of British Columbia, Victoria, B. C., C. F. Banfield, Printer of the King's Most Excellent Majesty, 1925, p. 47.
68. Hughes, Richard Lee, "A Survey and Evaluation of the Physical Education Programs in the Secondary Schools of the Greater Victoria, British Columbia, Area." Unpublished Master's thesis, University of Washington, 1946.
69. Royal Commission of the Province of Manitoba, Physical Education and Recreation in Manitoba, Winnipeg, Queen's Printer, June, 1958.
70. Cameron, Peter John, "A Survey of the Physical Education Curriculum, Facilities, and Administrative Organization in the City High Schools in the Province of Saskatchewan, Canada, During the 1958-1959 School Term." Unpublished Master's thesis, University of Washington, 1959.





71. Eriksson, Arthur W., "A Survey of Physical Education and Health in Representative One-Room Schools in Alberta." Unpublished Master's thesis, University of Washington, 1946.
72. Korchinsky, Nestor N., "Qualifications, Responsibilities, and Programs of Senior High School Physical Education Teachers in the Province of Alberta, Canada." Unpublished Master's thesis, University of Alberta, 1967.
73. Schneider, Elsa, "Evaluation of the Physical Education Program." The Alberta Teachers' Association, Health, and Physical Education Specialists Council Bulletin, III (Dec. 1964), pp. 7-20.
74. Farris, Jeff, Jr., "New Patterns Meet Challenging Needs." Journal of Health, Physical Education and Recreation, XXXVIII (Nov.-Dec. 1967), p. 29.
75. Smith, Julian W., "Recreation Education." Journal of Health, Physical Education and Recreation, XXXIX (March 1968), pp. 32-33.
76. Frost, Reuben B., "Physical Education." Journal of Health, Physical Education and Recreation, XXXIX (March 1968), pp. 34-35.
77. Trump, J. Lloyd, "Needed Changes in Secondary Schools, with Special Reference to Health, Fitness and Recreation." Secondary School Athletic Administration, a New Look, Washington, D. C., American Association of Health, Physical Education and Recreation, 1969, pp. 7-13.
78. Hanson, Margie R., "Growing Elementary School Physical Education Programs." Approaches to Problems of Public School Administration in Health, Physical Education and Recreation, Washington, D. C., American Association of Health, Physical Education and Recreation, 1968, pp. 50-57.
79. Miller, C. E., "Some Unique Personal Contributions of Physical Education." The Physical Educator, XXII, (Dec. 1965), p. 169.
80. Smith, W. Donald, "Our Profession in Canada", Journal of the Canadian Association of Health, Physical Education and Recreation, XXXIV (Aug.-Sept. 1968), pp. 5-7.





81. Morgan, William P., "Psychological Considerations." Journal of Health, Physical Education and Recreation, XXXIX (Nov.-Dec. 1968), pp. 26-27.
82. Byrd, Oliver E., "Studies on the Psychological Values of Lifetime Sports." Journal of Health, Physical Education and Recreation, XXXVIII (Nov.-Dec. 1967), pp. 35-36.
83. Rarick, G. Lawrence, "Present and Future Research." Journal of Health, Physical Education and Recreation, XXXVII (Nov.-Dec. 1967), p. 37.
84. Williams, Harriet G., "Learning", Journal of Health, Physical Education and Recreation, XXXIX (Nov.-Dec. 1968), pp. 29-31.
85. Corder, W. O., "Effects of Physical Education on the Intellectual, Physical and Social Development of Educable Mentally Retarded Boys." Exceptional Children, XXXII 1966, pp. 357-364.
86. Howe, C. A., "Comparison of Motor Skills of Mentally Retarded and Normal Children." Exceptional Children, XXV, 1959, pp. 352-354.
87. Kariger, Robert L., "Physical Education Therapy", Child Study Center Bulletin (State University of New York), III, 1966, pp. 35-41.
88. Oliver, J. N., "Effects of Physical Conditioning Exercises and Activities on the Mental Characteristics of Educationally Sub-normal Boys", British Journal of Educational Psychology, XXVIII, 1958, pp. 155-165.
89. Updyke, Wynn F., and Perry B. Johnson, Principles of Modern Physical Education, Health and Recreation, New York, Holt, Rinehart and Winston, Inc., 1970, pp. 58-60.
90. Dulles, Foster F., A History of Recreation, New York, Appleton - Century - Crofts, 1965, pp. 392-393.
91. Sessoms, H. Douglas, "Measuring Outcomes in Terms of Socialization and the Mental Health of the Individual." Recreation Research, Washington, D. C., American Association of Health, Physical Education and Recreation, 1966, p. 44.
92. Rice, Emmett A., "Physical Education a Century Ago." Journal of Health and Physical Education, I (April 1930), p. 16.



93. Adams, Wm. J., "On the Construction and Furnishing of School Rooms." cited by Rice, Emmett A., "Physical Education a Century Ago." Journal of Health and Physical Education, I (April 1930), p. 16.
94. Report of the Task Force on Sports for Canadians, prepared by the Department of National Health and Welfare, Ottawa, Queen's Printer, 1968, pp. 55, 82.
95. Etchell, Charles, "Problems in the Administration of Elementary School Physical Education." Quest for Quality, Proceedings of the British Columbia Conference on Elementary School Physical Education, Vancouver, (Nov. 1968), p. 35.
96. Planning Areas and Facilities for Health, Physical Education and Recreation, (Revised, 1966), Prepared by Participants in the National Facilities Conference, Chicago, The Athletic Institute, and Washington, D. C., American Association of Health, Physical Education and Recreation, 1966, pp. viii, 63-72 and 237.
97. Gabrielsen, Milton A., "Trends in Facilities and Equipment for Physical Education, Recreation and Sports." Approaches to Problems of Public School Administration in Health, Physical Education and Recreation, Proceedings of the Sixth Conference of City and County Directors, Washington, D. C., American Association of Health, Physical Education and Recreation, 1968, pp. 74-78.
98. Gores, Harold B., "New Trends in Athletic Facilities." Secondary School Athletic Administration, A New Look, Washington, D. C., American Association of Health, Physical Education and Recreation, 1969, pp. 19-23.
99. Bailey, Sherm, and Lloyd Rowley, "A School of Today and Tomorrow", Journal of Health, Physical Education and Recreation, XL (Sept. 1969), pp. 31-35.
100. Hanson, Robert F., "Playgrounds Designed for Adventure." Journal of Health, Physical Education and Recreation, XL (May 1969), pp. 34-35.
101. Ezersky, Eugene, and P. Richard Theibert, "City Schools Without Gyms." Journal of Health, Physical Education and Recreation, XLI (April 1970), pp. 26-29.





102. Panton, J. H., "Community Resources for Physical Education, Recreation, and Adult Education", Pro Motion, Journal of the British Columbia Physical Education Teachers' Association, VIII (May 1968), pp. 38-39.
103. Smith, Murray, "Some Thoughts on the Future Direction of School Physical Education", An address presented to the Red Deer Area Teachers' Convention, Red Deer, Alberta, Feb. 1969, pp. 3-4.
104. Oberteuffer, D., "Some Contributions of Physical Education to an Educated Life." Journal of Health, Physical Education and Recreation, XVI (Jan. 1945), p. 4.
105. Daniels, Arthur S., "Critical Issues in Physical Education." Journal of Health, Physical Education and Recreation, XXIX (Sept. 1958), p. 27.
106. Trump, J. Lloyd, New Directions to Quality Education, Commission on the Experimental Study of the Utilization of the Staff in Secondary Schools, National Association of Secondary School Principals, Washington, D. C., National Education Association, 1960, p. 5.
107. Messersmith, Lloyd, "How Well Does Physical Education Speak for Itself?" Journal of Health, Physical Education and Recreation, XXXIII (Nov. 1962), p. 14.
108. Krakower, Hyman, "The Problems of Teacher Load." Journal of Health, Physical Education and Recreation, XVIII (May 1947), p. 305.
109. Pennington, Garfield Gary, "A Survey of Evaluation of the Physical Education Curriculum, Facilities, and Administrative Organization in the Public Schools of New Westminster, British Columbia, Canada, in the School Year 1959 - 1960." Unpublished Master's thesis, University of Washington, 1960, p. 73.
110. Canadian Association of Health, Physical Education and Recreation, "Live Issues Corner" Journal of the Canadian Association of Health, Physical Education and Recreation, XXXIII (Sept. 1956), p. 11.
111. Bamman, Bernice, and John French, "A Variety of Improvement in Staff Utilization Are Tried in a Small High School at Beecher, Illinois." The Bulletin of the National Association of Secondary School Principals, XLII (Jan. 1958), pp. 115-125.





112. Chute, L. W., "Physical Education Assistants' Program in a Junior Secondary School." British Columbia Physical Education Teachers' Association (BCTF) Newsletter, XIV (April 1970), pp. 8-9.
113. Mead, Margaret, The School in American Culture, Harvard University Press, 1951, pp. 33-34.
114. Conant, James Bryant, The Education of American Teachers, New York, McGraw - Hill Book Company, 1963, pp. 183.
115. Frost, Reuben B., "Professional Preparation of High School Athletic Directors and Coaches." Secondary School Athletic Administration: A New Look, Washington, D. C., American Association of Health, Physical Education and Recreation, 1969, pp. 24-36.
116. McGraw, Lynn W., "How Professional Am I?" The Alberta Teachers Association of Health and Physical Education Specialists Council Bulletin, III (Feb. 1964), p. 15.
117. Harman, John M., "The Responsibility of the Public Schools for Physical Education." Journal of Health, Physical Education and Recreation, XVI (Sept. 1945), p. 389.
118. Black, J. B., "Planning and Organizing a Physical Education Department in a New School." Journal of the Canadian Association of Health, Physical Education and Recreation, XXIX (April-May 1963), p. 14.
119. McClogan, Wm. J., "Trends in Administrative Structure." Approaches to Problems in Public School Administration in Health, Physical Education and Recreation, Proceedings of the Sixth National Conference of City and County Directors, American Association of Health, Physical Education and Recreation, Washington, D. C., 1968, pp. 35-41.
120. Proceedings of the Sixth National Conference of City and County Directors, American Association of Health, Physical Education and Recreation, "Trends in Administrative Structure", Approaches to Problems in Public School Administration in Health, Physical Education and Recreation, Washington, D. C., 1968, p. 49.
121. Singer, Robert N., "Communicate or Perish." Journal of Health, Physical Education and Recreation, XXXIX (Feb. 1968), p. 40.



122. Adams, Arthur R. Jr., "Interpret to Reinforce." Journal of Health, Physical Education and Recreation, XXXIX (Feb. 1968), p. 41.
123. Shroyer, George, "Inform, Don't Let Them Guess." Journal of Health, Physical Education and Recreation, XXXIX (Feb. 1968), p. 42.
124. Van Winkle, Harold, "Improving the Image." Journal of Health, Physical Education and Recreation, XXXIX (Feb. 1968), p. 43.
125. Harris, Wm. H., "Stimulate Curiosity", Journal of Health, Physical Education and Recreation, XXXIX (Feb. 1968), p. 44.
126. Weiskopf, Don, and Don Gordon, "Salesmanship Formula", Journal of Health, Physical Education and Recreation, XXXIX (Feb. 1968), p. 46.
127. Marsh, Richard L., "Stamp Out Negativism", Journal of Health, Physical Education and Recreation, XXXIX (Feb. 1968), p. 47.



## CHAPTER III

### METHODS AND PROCEDURES

#### Background and Development of the Survey Instrument

Different methods may be employed to collect and express data. Descriptive techniques such as survey studies, interrelationship studies, and developmental studies were considered. Past studies of physical education have used questionnaires, interviews, check lists, self-evaluation guides, score cards, and annual reports. A questionnaire-interview approach was selected as the method for investigation. The questionnaire-interview method was chosen for the following reasons. The survey questionnaire provided:

1. Opportunity to collect detailed information.
2. A vehicle to determine the adequacy of program by comparison with the selected established standards.

The reasons for including the interview were those considered by Fournier (1:39):

1. The concern for gaining insights, impressions, and opinions. That is, through the interview it would be much easier to observe the interviewee's responses, and the manner in which he responded.
2. The flexibility offered by the interview gave opportunity to repeat and rephrase questions to assure that they were understood, or ask further questions in order to clarify the meaning of the responses.





3. The interview also enabled the interviewer to appraise the validity of the responses and to create an atmosphere that allowed the interviewee to express feelings and opinions freely.
4. Personal contact provided the interviewer with the opportunity to clarify questions relating to physical education programs.

Questions used as a basis for discussion for interviews with respondents are found in Appendix D.

Disadvantages of the interview technique are recognized as, expense, time involved, lack of uniformity of verbalization, pressure on the respondent for an immediate reply, lack of training in the technique of interviewing, and in addition the most important shortcoming might be personal bias. Stouffer (2:5) states, ". . . personalities and opinions of the interviewers can color a person's answers."

Backstrom (3:111) related the survey questionnaire to the interview through the utilization of format. He suggested that the logical sequence of items, an adequate spacing of items, and a consistent physical layout lend themselves to the ease of a sequential interview.

Two score cards and a self-evaluation guide were modified to fit the specific needs of the study. These instruments were:

1. La Porte's Revised Score Card No. 2 for Secondary Schools (4:73-86).



2. Nixon's Canadian High School Health and Physical Education Score Card (5:1-29).
3. The Alberta Teachers' Association Self-Evaluation Guide for High Schools, Part II (6:24-29), and Part III (7:21-29).

#### Modification of Score Cards and Self-Evaluation Guide

To supplement the evaluative instruments developed by La Porte, Nixon and the Alberta Teachers' Association, similar statements\* were developed to encompass the areas of Camping, Orienteering, and Central Office Administration.

The items on camping were selected from Gilliland's text on school camping (8:40-54), "Know the Game Series" (Camping, 9:41-43), as well as an Edmonton Public School Board brief on outdoor education (10:1-26). Orienteering statements were drawn from "Know the Game Series" (Orienteering, 11:2-3). Central Office Administration statements were taken from Campbell and others (12:243-244). Additional statements were included in other program areas to satisfy local cultural and environmental conditions, or to offer for consideration some current trends in physical education programs.

Since the purpose of the study was to determine the likes, dislikes and desires of respondents, the scoring systems of the above score cards, and the check lists of the self-evaluation guide were

---

\*These statements were evaluated and approved by the thesis committee.



replaced with an attitude scale which allowed for indicating strong agreement, agreement, disagreement, and strong disagreement. It was necessary to revise many statements taken from the score cards and guide, in order to accommodate the new response pattern. Extreme caution was exercised in the rewording, in order to retain the original intent of the statements, and to guard against the effect of bias.

#### Scope of the Questionnaire

The survey provided a comprehensive examination of health and physical education programs by an evaluation of the following areas:

##### Program Areas

Area I: Physical Education Instructional Programs.

Area II: Intramural Programs.

Area III: Athletic Programs.

Area IV: Adapted and Remedial Programs.

Area V: Coeducational Programs.

Area VI: Camping and Orienteering Programs.

Area VII: Health Education Programs.

Area VIII: Health Services.

The program areas were subdivided into the following categories:

aims, values, policy, program, participation, leadership, standards, evaluation and miscellaneous.





Supportive Areas (Plant, Personnel, Policy and Administrative Practices).

Area IX: Indoor Health Service Areas.

Area X: Indoor Activity and Administrative Areas.

Area XI: Outdoor Activity Areas.

Area XII: Equipment and Materials.

Area XIII: Instructional Staffs.

Area XIV: Policies and Procedures.

Area XV: Central Office Administration.

Area XVI: Miscellaneous.

In addition there was a general information section, requiring statements from respondents.

Forms of the Questionnaire

Not all items from the score cards and guide applied to all respondents, therefore, three forms of the questionnaire were developed, specific to the different educational backgrounds and roles of the respondents. Form "B" contained the basic criteria for the study, and required 758 separate responses. It was submitted to the physical educators. Form "A" required 148 responses, and was submitted to students and parents. Form "C" required 409 responses, and was submitted to trustees, administrators, and counsellors.

A copy of the basic survey instrument (Form "B") is included in Appendix A. Those statements included in Forms "A" and "C" have been indicated by the letters "A" or "C" on the right hand margin of the



basic instrument (see Appendix A).

The students' and parents' questionnaire (Form "A") did not include any of the supportive areas (Areas IX through XVI), and certain categories of the program areas (Area I through VIII) were deleted from Form "A", that is, from:

Area I: Program and miscellaneous categories were deleted.

(A program activity list was inserted for student response - Appendix B).

Area II: The leadership category was deleted.

Area III: The standards category was deleted.

Area IV: The leadership category was deleted.

Area V: Values and policies categories were deleted.

Area VI: Values and leadership categories were deleted.

Similarly, certain categories of the program areas were excluded from Form "C", that is, from:

Area I: Miscellaneous category was deleted.

Area II: Program category was deleted.

Area V: Values category was deleted.

All of the equipment and material area (Area XII) was excluded from Form "C". It was recognized that equipment and materials were of specific interest only to the physical educators. Also, it was reasoned that the additional 109 questions related to the equipment area would add unnecessarily to the length of the questionnaire for the respondents to Form "C".



Selected individual responses from all categories of the program areas and supportive areas were deleted according to the different educational backgrounds, or roles of the respondents.

#### Sources of Data

Responses were obtained from 120 individuals, of which sixty-one were male and fifty-nine were female. Included were trustees, two central office administrators (The Superintendent of Schools, and the Director of Secondary Instruction), three principals, two vice-principals, three counsellors, nine physical educators, eighty students and nineteen parents. Twelve persons (five trustees, three administrators, three physical educators, and one counsellor) did not return their questionnaires.

#### Procedures and Distribution of the Questionnaire

The investigator submitted a letter to the Board of School Trustees through the Superintendent of Schools, requesting permission to conduct the survey personally by the combined techniques of questionnaire and interview. A letter granting permission was received. Letters inviting respondents to participate were forwarded to the Superintendent of Schools, who distributed them to the trustees, principals, vice-principals, counsellors, physical educators, students and parents. Copies of these letters are included in Appendix C.

Two boys and two girls from each of the four educational





program streams, in each grade of each school were arbitrarily selected from class lists by the principals or vice-principals. Students selected were from academic, commercial, industrial and community service programs. All students, excluding grade twelve, were enrolled in physical education. The grade twelve students had experienced physical education classes in previous school years.

Parents of students enrolled in the secondary schools of the public school system of School District No. 24, Kamloops, British Columbia, were invited to participate on a voluntary basis. Nineteen parents, ten mothers and nine fathers, volunteered. None of the parents were related.

#### Treatment of the Data

The questionnaire and interview data were transferred to a summary sheet, which facilitated the consolidation of the data, and the results were processed as follows:

1. The number of responses to each statement were tabulated according to the degree of agreement or degree of disagreement.
2. The program area results were tabulated according to the number of responses to each statement of each of the categories (aims, values, policy, program, participation, leadership, standards and evaluation).
3. Each statement of each of the program areas was ranked in order of the number of responses for:



- a) Strong agreement.
- b) Agreement.
- c) Disagreement.
- d) Strong disagreement.

4. Finally, the frequencies of responses were converted to percentages (see Tables I through VIII, Appendix G).

Responses to the questionnaire were tabulated in rank order, depending upon the degree of agreement, in descending order from strongly agree to strongly disagree. Figure 1 illustrates an example of the ranking process (see page 73).

For purposes of limiting discussion and interpretation only those responses which ranked at the top and bottom 15 per cent levels were considered. This process has resulted in discussion of 155 responses which are listed in Appendix E.

Also, for purposes of clarification, data including degrees of agreement or disagreement have been combined as follows: strongly agree and agree have been expressed "general agreement" or "generally agreed", likewise disagree and strongly disagree have been expressed "general disagreement", or "generally disagreed". Whenever it was necessary to distinguish between degrees of agreement or disagreement the terms strongly agreed, agreed, disagreed, or strongly disagreed have been used.



Area	Category	Sex	Response No.	Physical Educators					Response No.	Students				
				SA	A	D	SD	No Response		SA	A	D	SD	No Response
Physical Education Instructional Program	2	m	11	4	-	-	-	-	11	21	18	-	-	-
		f		4	1	-	-	-		20	21	-	-	-
		m	13	4	-	-	-	-	15	18	21	-	-	-
		f		4	1	-	-	-		17	24	-	-	-
		m	21	4	-	-	-	-	4	9	28	2	-	-
		f		4	1	-	-	-		8	33	-	-	-
		m	10	-	4	-	-	-	22		18	18	2	1
		f		1	3	1	-	-		2	30	9	-	-
		m	19	4	-	-	-	-	18	4	23	11	1	-
		f		1	2	2	-	-		-	19	20	2	-
		m	18	2	2	-	-	-	19	3	15	17	4	-
		f		1	1	3	-	-		-	17	23	1	-

FIGURE 1

EXAMPLE OF RANK ORDER TABULATION OF RESPONSES

Legend: SA - Strongly agree, A - Agree, D - Disagree, SD - Strongly disagree, m - male, f - female.





## REFERENCES

1. Fournier, Lionel J., "A Survey of Recreation Components Operating in Selected Areas of Alberta." Unpublished Master's thesis, University of Alberta, Edmonton, Alberta, 1964, p. 39.
2. Stouffer, Samuel A., "Methods of Research Used by American Behavioral Scientists." The Voice of America Forum Lectures (Behavioral Science Series, No. 6), Washington, D. C., U. S. Information Agency, p. 5.
3. Backstrom, Charles H., and Gerald D. Hursch, Survey Research, Northwestern University Press, 1963, p. 111.
4. La Porte, Wm. R., Health and Physical Education Score Card No. 2, (revised); Los Angeles, California, University of Southern California Press, 1955, pp. 73-86.
5. Nixon, Howard R., "A Score Card for Evaluation of Canadian High School Health and Physical Education Programs." Unpublished Doctoral Dissertation, Indiana University, Bloomington, Indiana, 1957, pp. 1-29.
6. Alberta Teacher's Association, "Report of the Principal and Staff." Self-Evaluation Guide for High Schools, Part II, (Revised, November 1964), Edmonton, Alberta, Barnett House, 1962, pp. 24-29, and 79-110.
7. \_\_\_\_\_, "Report of the Schools on Subjects." Self-Evaluation Guide for High Schools, Part III, (Revised, March 1966), Edmonton, Alberta, Barnett House, 1962, pp. 21-29.
8. Gilliland, John W., School Camping, Washington, D. C., Association for Supervision and Curriculum Development, 1954, pp. 40-54.
9. Know the Game (Series), Camping, (revised); London, E. P. Publishing Company, Ltd., 1963, pp. 41-43.
10. Edmonton Public School Board Centennial Committee, "A Brief on Outdoor Education." October, 1966, pp. 1-26.
11. Know the Game (Series), Orienteering, London, E. P. Publishing Company, Ltd., 1965, pp. 2-3.
12. Campbell, Roald F., et. al., Introduction to Educational Administration, Third edition; Boston, Allyn and Bacon Inc., 1966, pp. 243-244.



## CHAPTER IV

### RESULTS AND DISCUSSION

The exploratory nature of the study indicated that the data be expressed qualitatively. Van Dalen and Meyer (1:205-206), in reference to descriptive research cited pioneer studies by Miel, Gessel and Freud as having laid the foundations for verbal description in research. However, the use of an attitude scale in the questionnaire indicated that consideration also be given to quantitative examination of data. Therefore, both qualitative and quantitative expression has been utilized.

The purpose of the study was to determine and evaluate the likes, and dislikes of persons directly and indirectly involved with the physical education programs in the public school system of School District No. 24, Kamloops, British Columbia. Questionnaire and interview techniques were used to examine the physical education programs. It was considered that the examination and analysis would provide opportunity for (1) reinforcement of program strengths, (2) correction of program weaknesses, (3) introduction of new educational techniques, and (4) development of desirable educational innovations.

The presentation of data has been organized to direct attention to (1) the established physical education program (instructional, intramural and athletics), (2) the specialized physical education programs (adapted-remedial, and outdoor education), and (3) the supportive



physical education areas (plant, personnel, and policy).

A summary of results is presented in the Appendices. Tables I and VIII are general summaries of the results for the physical education programs, and the physical education supportive areas respectively. Tables III through VII show the frequency of responses for each of the six physical education programs.

Generally the 120 respondents agreed with the physical education curriculum. Calculations showed that twenty-five respondents strongly agreed, fifty-eight agreed, twenty-three disagreed, and seven persons strongly disagreed with the physical education curriculum. Seven other persons were undecided.

Of the established physical education program the instructional program received the least support with 63 per cent general agreement. The extracurricular programs were rated more favourably, intramurals 77 per cent, coeducation 73 per cent, and athletics 70 per cent general agreement.

Of the specialized programs outdoor education was rated least favourably with 62 per cent general agreement, and the adapted-remedial program was rated the most favourable of all the physical education programs with 79 per cent general agreement.

Examination of the data revealed that the physical education programs of School District No. 24, Kamloops, British Columbia, included a variety of physical activities. Figures, 3, 4, and 5 illustrate the various activities in the physical education programs (Appendix F).





## Discussion of the Instructional Physical Education Program

Instructional Physical Education Program Aims. There was 93 per cent general agreement with the specific aim of physical education which stated, "is to assist in the normal growth and development of the individual".

Instructional Physical Education Program Values. Respondents' reactions to the specific behavior values attributed to physical education ranged from 53 per cent general agreement for the values of aggressiveness and courage, to 90 per cent, 98 per cent, and 99 per cent general agreement for the values of self-control, cooperation, and sportsmanship respectively.

Respondents also reacted positively towards the considered value that physical education acts as a medium for the development of leisure-time activities. Their rating was 93 per cent general agreement.

Instructional Physical Education Program Policies. Students, parents and physical educators were in general agreement that, "unit or seasonal physical education program schedules should be posted on school bulletin boards." One-third of the physical educators disagreed.



Respondents favored physical education classes three times a week. Their second choice was twice a week. Physical education once a week was rejected by 52 per cent of the respondents, and a majority of administrators and students rejected daily physical education classes. Three physical educators and a school health nurse expressed a desire for daily physical education classes. They stated that their reasons were based on recent medical evidence which indicated not only fitness values, but also therapeutic values of decreased anxiety and tension which results in greater production, and alertness of mind.

Respondents accepted the concept that physical education be required for every grade as opposed to requirement for specific grades only. Reaction to the suggestion of physical education for specific grades was as follows: (1) elementary grades only - 92 per cent disagreement, (2) elementary and junior high school grades only - 91 per cent disagreement, (3) junior high school grades only - 95 per cent disagreement, (4) junior and senior high school grades only - 98 per cent disagreement, and (5) senior high school grades only - 99 per cent disagreement. Such conclusive reaction must be translated as a definite desire by all respondents for physical education for all grades.

Instructional Physical Education Program Content. Program content questions were deleted from the student-parent questionnaire (Form A). It was reasoned that a possible lack of background regarding



the needs for a balanced program in movement and physical activity would hamper opportunity for knowledgeable responses.

Physical educators, administrators, counsellors, and trustees were requested to indicate which activities should be included in a balanced physical education instructional program, elementary through grade twelve. Of a possible eighteen activity choices, five activities were singled out as being most applicable to all grade levels. The activities selected were rhythmics, dual games, gymnastics, fitness development, and recreation activities.

Individual sports were ranked high for secondary school physical education, but were considered undesirable at the elementary school.

Instructional Physical Education Program Evaluation. The evaluation category questions required respondents to indicate their attitudes towards twelve specific criteria for measurement of student progress. Attitudes towards marks and credits being equivalent to other school subjects were requested. Respondents indicated definite agreement that students' progress in physical education should be based upon activity skill improvement, and social development. There was unanimous agreement that student evaluation should be considered in terms of the individual student's ability. However, although respondents agreed with evaluation of student's progress, 68 per cent disagreed with marks or credits for physical education being equivalent to other school subjects.





Instructional Physical Education Program Standards. It was proposed that the following standards be required of students during one year of junior high school, and one year of senior high school.

1. Junior High School:

- A. Achieve national fitness standard for age level.
- B. Achieve Junior Red Cross swimming certificate, or equivalent.

2. Senior High School:

- A. Achieve national fitness standard for age level.
- B. Achieve Senior Red Cross swimming certificate, or equivalent.

Respondents tended to disagree with the proposed standards. The only affirmative indicator was for fitness standards at the junior high school. One-third of the physical educators strongly agreed, however, one-fifth (female) strongly disagreed. Responses to fitness standards for the senior high school student ranged from 76 per cent agreement by physical educators, 55 per cent agreement by students, 52 per cent agreement by trustees, to 60 per cent disagreement by administrators.

With the exception of administrators, respondents agreed in principle with some level of physical fitness, but there appears to be some difference of opinion between male and female physical educators as to fitness requirements.

The swimming standards were rejected for both the junior and senior high schools. Results showed that 52 per cent of the respondents



disagreed with swimming standards for the junior high school, and 61 per cent disagreed with swimming standards for the senior high school. Administrators were the most definite with 99 per cent disagreement of swimming requirements. Both students and physical educators rejected swimming standards with 60 per cent, and 55 per cent disagreement respectively. Parents accepted swimming standards for the junior high school, but rejected swimming standards for the senior high school. Administrators and physical educators stated that the inclusion of swimming in the school program was unrealistic due to a lack of year-around facilities (2).

#### Synopsis of Instructional Physical Education Program Categories

Respondents generally agreed with the overall aim of physical education, which is to assist in normal growth and development of the individual. Reaction to the values of specific behavioral development resultant of physical education varied. Development of courage and aggressiveness were not as acceptable as development of self-control, cooperation, and sportsmanship. There was positive reaction by respondents towards the value of physical education as a medium for the development of an appreciation for leisure-time activities.

Results regarding physical education being available to students on a daily basis, three times per week, twice per week, or once a week indicated that three times a week was most popular. Daily physical education was not accepted by administrators, or students. The concept that physical education be required for every grade,



kindergarten through grade twelve received support from 90 per cent of the respondents.

With respect to physical education program content, five activities were selected by respondents as being most applicable for all grade levels. These were rhythmic, dual games, gymnastics, fitness development, and recreation activities.

Respondents agreed that students' progress in physical education be based upon activity skill improvement, and social development. However, respondents disagreed with marks and credits for physical education being equivalent to other school subjects.

Respondents generally disagreed with suggested student attainment of national fitness standards and Red Cross swimming certification. There seemed to be some difference of opinion among male and female physical educators as to the need for physical fitness requirements.

#### Discussion of the Extracurricular Programs

Aims of the Extracurricular Programs. The three extracurricular programs were generally accepted, athletics 70 per cent, coeducational 73 per cent, and intramurals 77 per cent. Both the coeducation and intramural program aims were given high ratings by respondents. However, there was some general disagreement by respondents as to one aim of the athletic program. There was a difference in the acceptance by students and parents as compared to physical educators in





respect to the aim of athletics which stated, "is to provide opportunity for the gifted students and those with special interests." Three-quarters of the students and parents agreed, whereas physical educators were unanimous in their acceptance. Five of the parents interviewed expressed a desire for more opportunity for greater numbers of students to participate in a wider variety of extracurricular activities.

Values of Extracurricular Programs. There was general agreement with the values of all three extracurricular programs. They were rated as follows:

1. Athletics:

A. Opportunity for social approval from peers, 60 per cent agreement.

B. Opportunity to satisfy the fundamental drive of physical prowess, 80 per cent agreement.

2. Intramurals: The satisfaction of competitive desires, 81 per cent agreement.

3. Coeducational: Opportunity for adjustment in social growth, 100 per cent agreement.

Approximately two-fifths of the parents, students and physical educators disagreed with "social approval" being a value resultant from athletics. The suggested value of athletics providing an opportunity for demonstrating the fundamental drive of prowess was rejected by one-fifth of the parents and students, and two-fifths of



the physical educators. Although respondents generally agreed with the intramural program's value for satisfaction of competitive desires, one-fifth of the students disagreed.

Respondents agreement with the value, "social growth through coeducational activities" would tend to support the trend toward inclusion of coeducational activities in intramural programs. This response was further reinforced by the respondents' 95 per cent general agreement with the suggested policy for selected coeducational activities in the intramural program.

Policies of Extracurricular Programs. The athletic program policies were generally accepted, but both the intramural and coeducational programs had some policies rejected. The coeducational policy suggesting that coeducational activities be provided for specific grades received ratings from total disagreement for elementary school grades only, and senior high school grades only, to 81 per cent agreement for coeducational activity for all grades, elementary through grade twelve.

There was 93 per cent general agreement with the intramural policy that physical education facilities be shared by boys and girls. This sharing policy supports the concept of coeducational intramural programs.

Responses to the suggested policies for officiating of intramurals were not favorable. Officiating by teachers only was not accepted, nor was officiating by students only. The combination of



teacher - student officials received 60 per cent approval. Teachers concurred with the latter policy, and unanimously endorsed a further policy that there should be in-service programs for student officials conducted by physical educators. Physical educators stated during interviews that official's clinics and student officials provide for more participation, which is in keeping with the purposes of intramurals (2).

Three-quarters of the students and two-fifths of the physical educators disagreed with the policy that the intramural program should be financed through student council funds. There was general agreement of 67 per cent that the intramural program be financed by the regular school budget. Likewise, 58 per cent of the students disagreed with the policy that the athletic program be financed solely through student council funds. However, 73 per cent of the students agreed that a combination of regular school budget and student council funds would be acceptable.

Four athletic program policies were rated acceptable. These were:

1. An unanimous acceptance of schools being active members of a provincial high school athletic association.
2. A 96 per cent acceptance that school insurance for athletics include medical expenses. The inclusion of hospitalization and doctors' fees were also desirable, and received 84 per cent general agreement.





3. An 88 per cent general agreement was recorded for the policy governing transportation of athletes to and from events by school vehicles, or bonded carriers. Physical educators and parents were 100 per cent agreed. Three-quarters of all respondents "strongly agreed." However, approximately one-fifth of the students disagreed.
4. A 77 per cent general agreement was recorded for seasonal limits to be established for each school sport.

Extracurricular Program Content. All suggested intramural program activities were accepted. The most favored ideas were that most physical education instructional program activities should be a part of the intramural program, and that there should be more recreational type activities added to extracurricular programs. The latter idea was supported by students who indicated a desire for more variety of activities in all areas of the physical education curriculum.

Coeducational program content suggestions were accepted with the exception of, "contact sports should not be included." Those respondents disagreeing were a trustee, both central office administrators, a counsellor, 31 per cent of the parents, and 70 per cent of the students. Student reaction included one-third registering "strong disagreement." The male-female ratio of students disagreeing was three to one. In contrast to other respondents, physical educators recorded 66 per cent strong agreement for the exclusion of contact sports in coeducational activities.



Leadership of Extracurricular Programs. Respondents selected a variety of leaders as members for each of the extracurricular programs. The intramural, coeducational and athletic committees chosen included both male and female physical educators and students, as well as other teacher representation. Parents were included on the coeducational and athletic committees, a physician on the athletic committee, and a psychologist on the coeducational committee. Both the principal and vice-principal were suggested as ex-officio members for all committees. None of the respondents indicated that they preferred not to have committees. Nor did they indicate any other method of leadership for the extracurricular programs.

Athletic Program Standards. Physical educators were strongest in their disagreement that schools be governed by a provincial high school athletic association with respect to (1) pre-season practice dates for each sport, 66 per cent, (2) academic requirements for player eligibility, 88 per cent, and (3) control over exhibition games with non-high school teams, 77 per cent disagreement.

Even though physical educators agreed that schools should be members of a provincial high school association they have shown through these disagreements that they may not be willing to follow certain standards, which some educators and physical educators consider educationally sound.



### Synopsis of Extracurricular Programs.

Aims. Generally the aims of the extracurricular programs were accepted. Although physical educators agreed unanimously, not all students and parents agreed that a purpose of athletics was to provide opportunity for the gifted students, or for those with special interests.

Values. Of the extracurricular values, that of social development was rated most favourable. However, approximately two-fifths of the respondents disagreed with athletics providing an opportunity for social approval by peers. Provision through intramurals for opportunity to satisfy competitive desires was not accepted by all students.

Policies. Not all extracurricular program policies were accepted. Teachers did not desire to be solely responsible for officiating intramurals, neither did the students. A combination of teacher-student officials was favoured. Physical educators agreed to the provision of in-service-training for intramural officials.

Funding of the extracurricular programs through combined contributions of both the regular school budget and the student council budget was favoured. However, both physical educators and students preferred that these programs be financed through the regular school budget. Respondents favoured coeducational activities for all grades, and endorsed the policies related to (1) school insurance





covering medical, hospitalization and doctors' fees for athletic injuries, (2) school athletes to be transported to and from games by school vehicles, or bonded carriers, (3) seasonal limits for each school sport, and (4) schools to be members of a provincial high school athletic association.

Program Activities. The inclusion of most physical education activities and recreation activities in the intramural program was supported by all respondents. Physical educators agreed that "no contact" sports should be included in coeducational activities, but a majority of students disagreed. A third of the parents and some administrators and counsellors supported the majority student reaction.

Athletic Standards. Physical educators unanimously agreed that schools should belong to a provincial high school athletic association. But they disagreed with the provincial association governing, or controlling pre-season practice dates, academic requirements for eligibility, and exhibition games with non-high school teams. Such disagreement and attitudes may be the cause for expressed concern by some parents, students, and physical educators about over-emphasis of athletics (2).



## Discussion of the Adapted-Remedial Physical Education Program

### Aim and Values of the Adapted-Remedial Physical Education

Program. The aims and values of the adapted-remedial physical education program relating specifically to fitness and body control were accepted by respondents, 95 per cent for fitness, and 93 per cent for body control. Administrators were unanimously in favor of all aims and values of the adapted physical education program. However, one-fifth of the physical educators rejected the aim, "to provide opportunity for social recognition" and two-fifths of the physical educators disagreed with "social recognition" as a value. They were supported by one-quarter of the parents, and one-third of the students.

The negative responses of parents and students was probably due to a lack of knowledge of the handicapped's ability to participate when given the opportunity. One parent was aware of the Paraplegic Games, and of the Special Olympics for the mentally retarded. Several parents stated that they felt awkward in the company of anyone with a disability (2). Physical educators expressed feelings of a lack of adequate preparation in adapted physical education (2). Administrators supported the physical educators acceptance of a team approach involving both physiotherapists and physical educators. Central office administrators did not agree with the physiotherapist as a team member.



Adapted-Remedial Physical Education Program Policies.

Three-quarters of the physical educators, and one-third of the administrators strongly agreed that the adapted physical education program's records should include medical recommendations. There was also general agreement of 90 per cent that records should include the participant's daily or weekly exercise program, but one-fifth of the physical educators disagreed with this policy. Respondents recorded 87 per cent general agreement that progress reports should be kept, but there was disagreement as to the frequency, or regularity of such progress reports. Half of the respondents disagreed with daily or weekly progress reports. The latter response may have been based upon the time required for daily, or weekly record keeping. This assumption was substantiated by the negative responses of 50 per cent of the administrators to the proposed policy that adapted physical education instructors be provided with one period per week, per adapted physical education class, for completing reports. Physical educators were in favor of the time allotment for completing reports.

Adapted-Remedial Physical Education Program Activities. All

seven program activities were generally accepted. The range of acceptance was from 75 per cent to 100 per cent general agreement. A quarter of the students disagreed with sports appreciation, and leisure appreciation classes. A third of the students disagreed with rest and relaxation therapy, and with individualized programs. A fifth of the parents disagreed with sports appreciation classes and individualized





programs. Physical educators were unanimous, and strongly agreed with the handicapped being prepared for leisure-time\* and recreation activities.

#### Synopsis of the Adapted-Remedial Physical Education Program

The adapted-remedial physical education program received the highest general agreement rating of all the physical education programs with 79 per cent. The reason for this program having been rated so highly has been difficult to understand. Not one of the schools surveyed had an adapted physical education program. It was difficult to ascertain whether respondents were indicating a need, a desire, or both, for adapted physical education.

Respondents accepted the concepts related to physical fitness and body control as desirable components of an adapted physical education program. Not all respondents agreed with concepts related to social recognition of the handicapped. However, some educators felt social competency to be a most desirable goal for the disabled.

Policies regulating permanent records of handicapped student's individual programs were accepted with some reservations as to:  
(1) time allotment for record keeping, and (2) frequency of progress reporting.

---

\*Recent literature refers to leisure-time as "free-time."



## Discussion of the Outdoor Education Program

Aims of the Outdoor Education Program. Six of the eight aims of the outdoor education program were accepted. One-half of the physical educators, and one-third of the administrators did not agree that one of the purposes of the outdoor education program was to overcome the limitations of the traditional school environment. Two-fifths of the physical educators did not agree that outdoor education would provide students an opportunity to become conversant with man's role as a conservationist.

Values of the Outdoor Education Program. Respondents rated survival methods, and gaining an appreciation of the outdoors the most desirable of the five values.

Policies of, and Participation in Outdoor Education Programs. In comparison with aims and values, policies were not as well accepted. The policy related to time allotment for camping experiences received the least support. Seventeen of the nineteen parents strongly disagreed with the suggestion of one week camps for grades four through seven. They were supported by two-thirds of the administrators, one-half of the physical educators, and two-fifths of the students. The proposal of one week camps during both the fall and spring terms, and several weeks during the summer months for high school students received 61 per cent general agreement. Those respondents disagreeing stated that summer months were needed for student employment, however,



several administrators, physical educators and parents expressed concern in respect to the lack of opportunity for summer employment, and agreed that summer-school camps may partially eliminate this problem.

There was a favourable response of 71 per cent for camping opportunities during the school terms for junior high school students. However, one-half of the physical educators were not in agreement with junior high school camping, but were unanimous in their agreement with senior high school camps.

In relation to participation many respondents did not agree with camping once a year for all students. Students were divided in their responses, one-third disagreed, but one-fifth strongly agreed. One-half of the parents disagreed, and administrators and physical educators were unanimous in their disagreement. Their stated reasons were (1) lack of facilities, (2) lack of teacher preparation, and (3) administrative problems.

Many parents were not opposed to the outdoor education concept, but felt that camping was not the school's responsibility. Other parents indicated that school camping might be the only opportunity for a large percentage of students (2).

Leadership of the Outdoor Education Program. Most respondents agreed with a school camp council. A quarter of the administrators disagreed, they stated that leadership should be through such agencies as the YMCA, YWCA, and Youth Hostel Associations, implying that





outdoor education was not the responsibility of the schools.

#### Synopsis of the Outdoor Education Program

Aims and values of the outdoor education program were accepted by a majority of respondents with the exception of:

1. The purpose to overcome the limitations of the traditional school environment.
2. The purpose to provide opportunity to become conversant with man's role as a conservationist.

Values most favored were the learning of survival methods, and gaining an appreciation of the outdoors.

Physical educators were the only respondents to disagree with camping for junior high school students. However, unlike other respondents they were unanimous in their agreement with senior high school camping.

Annual camping experiences for all students was not accepted by most respondents, with the exception of one-fifth of the students who recorded strong agreement for annual camping.

Even though most respondents agreed with a school camp council, a quarter of the administrators implied that leadership should come from those community agencies responsible for camping and outdoor education.



## Discussion of the Supportive Areas

Indoor Activity and Administrative Areas. Unanimous agreement (85 per cent strong agreement, and 15 per cent agreement) was recorded for a gymnasium in each elementary, junior and senior high school. All physical educators agreed with the policy that there should be a gymnasium or activity room for every 180 students. Administrators did not support this concept.

In regards to community facilities, only one physical educator disagreed with the proposal that each community should have a covered swimming pool located near the schools, and that it should be available for school physical education programming. All respondents agreed that the swimming program should include instructional, intramural and athletic activities. Respondents were unanimous in their acceptance of the suggestion that there should be an agreement between the school board and the community recreation authorities for the use of recreation facilities for school activities.

Physical educators expressed concern in respect to the total indoor physical education area. They desired sufficient area to accommodate all concurrently scheduled physical education classes, both boys and girls (2).

Physical educators and administrators strongly agreed that the physical educator's office should be located to facilitate simultaneous supervision of the change room and gymnasium. None of the Kamloops' secondary schools contained such an arrangement (3). Both physical



educators and administrators strongly agreed that physical educators' offices should include, separate dressing room space, a shower and toilet, personal lockers, book shelves, lockable cabinets, office equipment, supplies and furniture. Only one physical education office of the secondary schools had a shower facility. None of the offices had sufficient shelving or office furnishings. Most offices were very small and several physical educators were crowded into inadequate space (3).

Respondents agreed with recommendations for apparatus and equipment rooms. There was strong agreement for the specific recommendations for wide, double doors opening directly onto the gymnasium, and onto the outdoor activity areas, thus locating equipment rooms on an outside wall of the school.

Outdoor Activity Areas. All recommendations for outdoor activity areas were accepted. These included: play areas being fenced, 90 per cent; play fields to be sufficient in size and number for both boys and girls to have classes concurrently, 100 per cent; and an asphalt multi-purpose area for tennis, volleyball and basketball, 100 per cent. Many of the elementary schools had small asphalt areas. None contained marked court areas for games. None of the secondary schools had asphalt multi-purpose areas (3).





Two other activity area proposals related to outdoor education were (1) there should be a slope near the school for ski instruction, 75 per cent agreement, (2) arrangements should be made with local outdoor clubs for use of not only their facilities, but also their personnel for instructional purposes. One Kamloops elementary school included fire arm safety in their program. Actual target practice was given to the intermediate grades at the local gun club under the guidance of gun club members and the Royal Canadian Mounted Police.

Professional Preparation of Physical Education Personnel. There were differences of opinion between administrators and physical educators as to degree requirements.

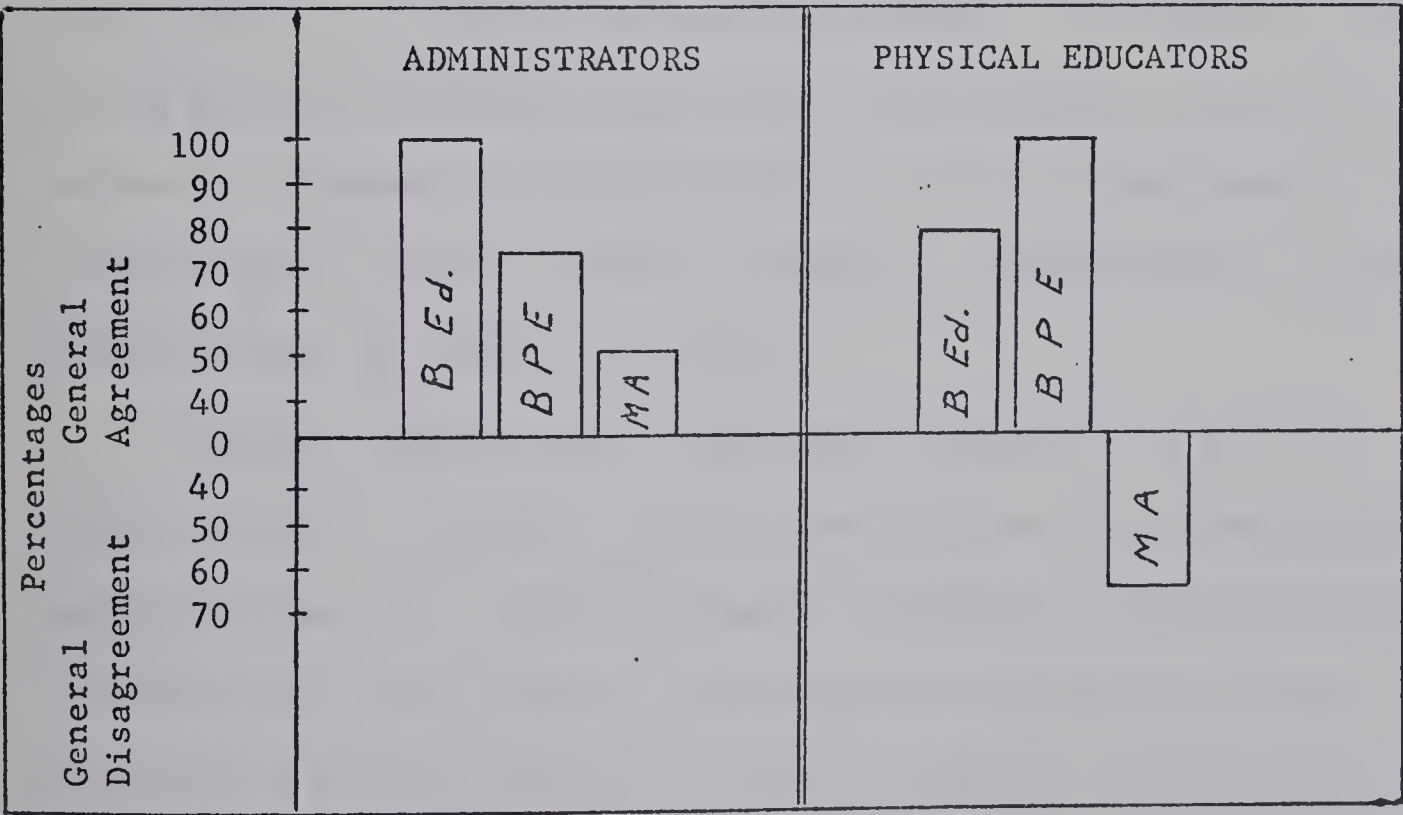


FIGURE 2  
RESPONSES TO SUGGESTED  
DEGREE REQUIREMENTS FOR PHYSICAL EDUCATION PERSONNEL



Physical educators preferred a degree in physical education, whereas administrators preferred a degree in education with a physical education major.

Administrative Policies and Procedures. The policies that teachers should not be expected to sponsor or coach more than one team in a season, and not more than three teams in a school year received support from administrators, 80 per cent, and physical educators, 100 per cent.

Establishment of a Central Physical Education Office. One physical educator recorded strong disagreement for all items related to centralization of physical education programs. In contrast, nine-tenths of the physical educators agreed that centralization may tend to increase involvement of physical educators in the development of more comprehensive physical education programs. Administrators agreed with centralization of physical education.

However, administrators expressed concern for a lack of identification by teachers with program problems as a disadvantage of centralization (2). Physical educators disagreed with this premise, but they did agree that a lack of confidence in colleagues may be a disadvantage to the cooperative process necessary for effective centralization.

These expressed concerns may be off-set by administrator's 63 per cent, and physical educator's 88 per cent general agreement that a disadvantage of decentralization may be that physical education



programs would be as different as the staffs, who change from time to time. Administrators, when discussing decentralization, agreed that centralization may tend to destroy the school's autonomy (2).

Finally, physical educators disagreed that centralization may tend to destroy opportunity for initiative on their part, or student creativity. It would appear that a decision to establish centralization of physical education in the Kamloops school district would require some agreement of priorities.

#### Synopsis of the Supportive Areas.

Respondents seem to be aware of the need for activity rooms and gymnasiums. They were unanimous in their agreement that all schools should have a gymnasium.

The desirable size of facilities, both indoor and outdoor, was considered sufficient if they accommodated all concurrently scheduled physical education classes. Respondents gave approval to (1) multi-purpose asphalt areas, (2) suggested physical educator's office requirements, (3) wide double doors on apparatus rooms, and (4) a ski slope for instructional purposes. Respondents also approved of restricted coaching loads.

There were differences of opinion between administrators and physical educators as to professional preparation. The former preferred an educational focus and a master's degree, the latter preferred a physical education emphasis, and disagreed with a master's level of achievement.





Centralization of the physical education program seemed to be generally accepted, with some reservations for (1) school autonomy, (2) physical educators identifying with problem areas, and (3) lack of confidence in colleagues cooperativeness. The most favourable aspects of centralization appeared to be the possibility of more comprehensive physical education programs.



## REFERENCES

1. Van Dalen, Deobold B., and William J. Meyer, Understanding Educational Research, (Revised 1966), Toronto, McGraw-Hill Book Company, 1962, pp. 205-206.
2. Personal interviews with respondents, March 2-8, 1969.
3. Personal observation of Kamloops Secondary Schools, both during the administration of the questionnaire, March 2-8, 1969; and during employment, 1964-1967.



## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

The purpose of the study was to determine the likes and dislikes of persons directly involved with the physical education programs in the public school system of School District No. 24, Kamloops, British Columbia. The physical education programs were also examined with a view to determine their strengths and weaknesses. It was considered that the examination and analysis would provide opportunity for:

1. Reinforcement of program strengths,
2. Correction of program weaknesses,
3. Introduction of new educational techniques, and
4. Development of desirable education innovations.

The questionnaire was completed by one school trustee, seven school administrators, four counsellors, nine physical educators, nineteen parents, and eighty students. The per cent of questionnaires returned was 90.91.

Generally the 120 respondents agreed with the physical education curriculum. The instructional physical education program was less-favorably accepted in comparison with the extracurricular programs. The outdoor education program received the lowest rating, and the adapted-remedial program received the highest rating of the six physical education programs.





Instructional Physical Education Programs. Respondents

accepted the following instructional program concepts: (1) growth and development of the individual as the overall aim of physical education, (2) the requirement of physical education in every grade, kindergarten through grade twelve, (3) three physical education classes per week, (4) rhythmic, dual games, gymnastics, fitness development and recreational activities as basic physical education activities for all grade levels, (5) student's progress in physical education to be measured through activity skill improvement, and social development, (6) physical education providing opportunity for the development of self-control, cooperation, and sportsmanship, and (7) physical education as a medium for the development of an appreciation for leisure-time activities.

Respondents disliked the concepts of (1) daily physical education classes, (2) student attainment of national fitness standards, (3) student attainment of Red Cross swimming certification, (4) marks or credits for physical education to be equivalent to other school subjects, and (5) the development of aggressiveness and courage as desirable behavior traits.

Extracurricular Programs (Intramural, Coeducational and Athletics). The aims and values of the extracurricular programs were accepted with the exception of (1) athletics to provide opportunity for the gifted students, and (2) intramurals to provide opportunity to satisfy competitive desires. Physical educators and students favored



a team approach for provision of intramural officials, and physical educators agreed to provide in-service training for student officials. Social development was rated the most desirable value of the extracurricular programs, but there was disagreement as to athletics providing for social approval.

Other extracurricular policies recorded as desirable were (1) funding of extracurricular programs through contributions from the student council budget and the regular school budget; physical educators and students preferred that the school be responsible for the financing of extracurricular programs, (2) school medical insurance for athletes to include hospitalization and doctor's fees, (3) transportation of all school athletes, to and from events, by school owned, or bonded carriers, (4) seasonal limits for each sport, (5) schools to be members of a provincial school athletic association, (6) coeducational activities for all grades, (7) the inclusion of most physical education, coeducational and recreational activities in intramural programs, and (8) students desired greater variety of activities in all areas of the physical education curriculum.

A majority of students and many other respondents disagreed with physical educators who were not in agreement with contact sports in coeducational activities. Physical educators also disagreed with the provincial athletic association governing pre-season practice dates, academic requirements for player eligibility, and exhibition games with non-school teams.



Adapted-Remedial Physical Education Programs. The adapted-remedial program received the highest rating of the six physical education programs. Respondents accepted development of physical fitness and body control as desirable components, but did not accept the development of social competency as an outcome of the adapted program.

Outdoor Education Programs. Aims and values of the outdoor education program were accepted by a majority of respondents with the exceptions of (1) the purpose to overcome the limitations of the traditional school environment, (2) the purpose to provide opportunity to become conversant with man's role as a conservationist, (3) annual camping experiences for all students.

Some administrators and parents considered outdoor education to be the responsibility of community recreation agencies.

Values accepted as desirable were learning survival methods, and gaining an appreciation of the outdoors.

Supportive Areas (Plant, Personnel and Policy). Respondents were unanimous in the agreement for gymnasiums in all schools. They also accepted as desirable (1) facilities large enough to accommodate all concurrently scheduled physical education classes, both indoor and outdoor, (2) physical educator's offices to include showers, bookshelves, individual lockers, lockable cabinets, and office furnishings, (3) multi-purpose asphalt areas, (4) wide double doors for apparatus rooms, and (5) a ski slope for instructional purposes. In addition,





respondents approved of restricted coaching loads for physical educators.

Administrators and physical educators differed in their desires for professional preparation; physical educators preferred a degree in physical education, and did not consider a master's degree a necessity; whereas, administrators preferred a basic degree in education and self-improvement to the level of a master's degree.

Centralization of the physical education programs was favored with respect to the possibility of more comprehensive physical education programs. But there were some reservations about school autonomy, identification with program problems, and lack of confidence in colleague's cooperation.

### Conclusions

It may be concluded that, since respondents agreed upon (1) growth and development of the individual as the overall aim of physical education, (2) the requirement of physical education for every grade, kindergarten through grade twelve, (3) three physical education classes per week, (4) rhythmic, dual games, gymnastics, fitness development and recreation activities as basic physical education activities for all grades levels, and (5) student's progress in physical education to be measured through activity skill improvement and social development, therefore, the following statement is supported. That students, parents, physical educators, counsellors, administrators, and trustees favored the inclusion of (1) physical



education for every grade, kindergarten through grade twelve, (2) three physical education classes per week, (3) rhythmic, dual games, gymnastics, fitness development and recreation activities as basic activities for physical education, and (4) student's progress in physical education to be measured through skill improvement and social development.

In addition, it may be concluded that respondents desired the provision of an opportunity for social development. This statement is supported by respondents agreement upon (1) social development as the most desirable value of the extracurricular program, (2) measurement of student's progress to include improvement of social development, (3) the development of self-control, cooperation, and sportsmanship as desirable behavior traits, and (4) coeducational activities for all grades.

Based upon students' expressed desire for a greater variety of activities in all program areas of the physical education curriculum, and respondents agreement upon recreational activities as a basic physical education activity for all grades, it may be concluded that respondents desire a broader variety of activities for the physical education programs.

Even though physical educators and students agreed upon the funding of the extracurricular program through the regular school budget and the student council budget, they expressed a preference for extracurricular funding solely through the regular school budget.



Based upon this evidence it may be determined that physical educators and students desire the school board to include extracurricular expenses in the regular school budget.

Based upon the following evidence related to the extracurricular programs, it may be concluded that, since respondents agreed upon:

1. Medical insurance to include hospitalization and doctor's fees,
2. Transportation of school athletes to and from games by school owned, or bonded carriers,
3. Schools to be members of a provincial high school athletic association, and
4. Seasonal limits for each school sport.

Therefore, respondents desired these factors to be included in the policy of the extracurricular programs.

Although there was no evidence of adapted-remedial physical education programs in the schools of School District No. 24, Kamloops, British Columbia respondents' high rating of the program may infer that there is both a need and a desire for the inclusion of an adapted-remedial physical education program.

Parents and administrators agreed that outdoor education was not the responsibility of the schools, which evidence may infer that they did not desire outdoor education as a part of the physical education curriculum. However, in relation to outdoor education, respondents did agree upon the learning of survival methods. Thus it





may be determined that respondents favored the provision of an opportunity for students to learn survival methods.

In relation to the supportive areas, plant, personnel and policy, it may be concluded that, since respondents agreed upon (1) restricted coaching loads for physical educators, (2) a gymnasium for every school, (3) facilities large enough to accommodate all concurrently scheduled physical education classes, both indoor and outdoor, (4) physical educator's offices to include showers, toilets, book shelves, lockers, lockable cabinets and office furniture, (5) multi-purpose asphalt areas, (6) wide double doors for apparatus rooms, and (7) a ski slope for instructional purposes. Therefore, they desire coaching loads to be reduced or limited, and they desire the inclusion of these facilities for the schools of School District No. 24, Kamloops, British Columbia.

Both physical educators and administrators agreed upon centralization providing more comprehensive physical education programs. However, their responses indicated concern about (1) the autonomy of schools, (2) teacher identification with program problems, and (3) lack of confidence in colleagues in the cooperative process, thus it may be concluded that centralization of the physical education program may not be desired by physical educators and administrators.

With respect to dislikes, it may be concluded that, since respondents disagreed with (1) daily physical education classes, (2) attainment of national fitness standards, (3) attainment of Red



Cross swimming certification, (4) marks and credits for physical education equivalent to other school subjects, and (5) development of aggressiveness and courage as desirable behavior traits. Therefore they desire that these factors be excluded from the physical education curriculum.

### Recommendations

Future or follow-up studies should not utilize the modified score card and self-evaluation guide instruments for determining attitudes, but consideration should be given to Kenyon's "Six Scales for Assessing Attitude Toward Physical Activity (1).

Recommendations based upon consensus of opinions derived from the responses are (1) that in relation to the special program areas recreation education, outdoor education and adapted-remedial physical education there should be investigation as to their incorporation into the school curriculum, also the provision of adequate teacher preparation for these special areas; (2) based upon responses of the physical educators in reference to medical evidence of the relationship of exercise and release from tension resulting in greater mental alertness and productivity, consideration should be given to the provision of a daily exercise period for students and teachers; and (3) since respondents favored recreational activities, social development and a greater variety of activities, consideration should be given to including more recreational and coeducational activities in the physical education curriculum.



It may be of value, in a future study, to also study the Health Education programs.

It is further recommended that since respondents unanimously accepted the suggestion that there be an agreement between school and municipal authorities for use of recreation facilities, therefore more attention should be given to the community school concept.





## REFERENCES

1. Kenyon, Gerald S., "Six Scales for Assessing Attitude Toward Physical Activity." Research Quarterly, XXXIX (October 1968), pp. 566-574.



## BIBLIOGRAPHY



## BIBLIOGRAPHY

### A. BOOKS

- Backstrom, Charles H., and Gerald D. Hursch, Survey Research, Northwestern University Press, 1963, p. 111.
- Beisser, Arnold R., The Madness of Sports, New York: Appleton - Century - Crofts, 1967, p. 14.
- Bucher, Charles A., Foundations for Physical Education, Fifth edition, St. Louis: The C. V. Mosby Company, 1968, pp. 102-107, 403, 535, 629-644, and 747.
- Campbell, Roald F., et. al. Introduction to Educational Administration, Third edition, Boston: Allyn and Bacon Inc., 1966, pp. 243-244.
- Conant, James Bryant, The Education of American Teachers, New York: McGraw - Hill Book Company, 1963, p. 183.
- Dulles, Foster F., A History of Recreation, New York: Appleton - Century - Crofts, 1965, pp. 392-393.
- Halsey, Elizabeth, and Lorena Porter, Physical Education for Children, New York: The Dryden Press, 1958, p. 32.
- Howay, F. W., British Columbia, The Making of A Province, Toronto: Ryerson Press, 1928, pp. 68-69.
- Irwin, Leslie W., The Curriculum in Health and Physical Education, Second edition, St. Louis: The C. V. Mosby Company, 1951, pp. 55, 64, and 158.
- James, J. Myrle, Education and Physical Education, London: G. Bell and Sons Ltd., 1967, pp. 15, 27, and 51-52.
- Kozman, Hilde Clute, Rosalind Cassidy, Chester O. Jackson, Methods in Physical Education, Second edition, Philadelphia: W. B. Saunders Company, 1952, pp. 47-50, and 297.
- La Porte, William R., The Physical Education Curriculum, Sixth edition, University of Southern California Press, 1955, p. 3.
- Mead, Margaret, The School in American Culture, Harvard University Press, 1951, pp. 33-34.





Morehouse, Laurence, and Augustus T. Miller, Physiology of Exercise, St. Louis: The C. V. Mosby Company, 1949, p. 35.

Oberteuffer, Delbert, and Celeste Ulrich, Physical Education, Third edition, New York: Harper and Row, 1962, pp. 144, 215, 288, and 373-377.

Rafferty, Max L., What Are They Doing To Your Children, Toronto: The New American Library of Canada Limited (Signet Book), 1966, p. 122.

Updyke, Wynn F., and Perry B. Johnson, Principles of Modern Physical Education, Health and Recreation, New York: Holt, Rinehart and Winston, Inc., 1970, pp. 58-60.

Van Dalen, Deobold B., Elmer D. Mitchell, and Bruce L. Bennett, A World History of Physical Education, New York: Prentice-Hall Inc., 1953, pp. 40-93.

Van Dalen, Deobold B., and William J. Meyer, Understanding Educational Research, Revised 1966, Toronto: McGraw-Hill Book Company, 1962, pp. 205-206.

Voltmer, Edward F., and Arthur A. Esslinger, The Organization and Administration of Physical Education, Fourth edition, New York: Appleton - Century - Crofts, 1967, pp. 324-325.

Wade, M. S., The Thompson Country, Kamloops: The Inland Press, 1907, p. 47.

Zacharias, Jerrold R., and Stephen White, "The Requirements for Major Curriculum Revision." New Curricula, Heath, Robert W., (Ed.), New York: Harper and Row, 1964, p. 68.

#### B. BOOKS: PARTS OF SERIES

Know The Game (Series), Camping, Revised, London: E. P. Publishing Company, Ltd., 1963, pp. 41-43.

\_\_\_\_\_. Orienteering, London: E. P. Publishing Company, Ltd., 1965, pp. 2-3.



C. PUBLICATIONS OF THE GOVERNMENT,  
LEARNED SOCIETIES AND OTHER ORGANIZATIONS

Alberta Department of Education, Junior-Senior High School Physical Education, Edmonton: Queen's Printer, 1965, p. 121.

Alberta Teachers' Association Health and Physical Education Council, "Report of the Principal and Staff." Part II, Handbook for Self-Evaluation of Schools and Systems, Revised, March, 1966, Edmonton, Alberta: Barnett House, 1962, pp. 24-29, and 79-110.

\_\_\_\_\_. "Report of the school on Subjects." Part III, Handbook for Self-Evaluation of Schools and Systems, Revised, March, 1966, Edmonton, Alberta: Barnett House, 1962, pp. 21-29.

American Association of Health, Physical Education and Recreation, Current Administrative Problems, Washington, D. C." American Association of Health, Physical Education and Recreation, 1960, p. 105.

Broer, Marian R., "Movement Education: Wherein the Disagreement?" QUEST, The National Association For Physical Education of College Women and The National College Physical Education Association for Men, Monograph II, (April, 1964), p. 22.

Department of Education, Division of Curriculum, Province of British Columbia, Secondary School, Physical and Health Education, Victoria, British Columbia: Queen's Printer, 1961, p. 15.

Etchell, Charles, "Problems in the Administration of Elementary School Physical Education." Quest for Quality, Proceedings of the British Columbia Conference on Elementary School Physical Education, Vancouver: November, 1968, p. 35.

Frost, Reuban B., "Professional Preparation of High School Athletic Directors and Coaches." Secondary School Athletic Administration: A New Look, Washington, D. C." American Association of Health, Physical Education and Recreation, 1969, pp. 24-36.

Gabrielsen, Milton A., "Trends in Facilities and Equipment for Physical Education, Recreation and Sports." Approaches to Problems of Public School Administration in Health, Physical Education and Recreation, Proceedings of the Sixth National Conference of City and County Directors, Washington, D. C." American Association of Health, Physical Education and Recreation, 1968, p. 74-78.





- Gilliland, John W., School Camping, Washington, D. C.: Association for Supervision and Curriculum Development, 1954, pp. 40-54.
- Gores, Harold B., "New Trends in Athletic Facilities," Secondary School Athletic Administration: A New Look, Washington, D. C.: American Association of Health, Physical Education and Recreation, 1969, pp. 19-23.
- Greater Kamloops Chamber of Commerce, "Industrial Civic Information." Compiled by the Industrial Committee, Chamber of Commerce, City of Kamloops: 1968, pp. 6-11.
- Hanson, Margie R., "Growing Elementary School Physical Education Programs." Approaches to Problems of Public School Administration in Health, Physical Education and Recreation, Proceedings of the Sixth National Conference of City and County Directors, Washington, D. C.: American Association of Health, Physical Education and Recreation, 1968, pp. 50-57.
- La Porte, William R., Health and Physical Education Score Card No. 2, Revised, Los Angeles: University of Southern California Press, 1955, pp. 73-86.
- McClogan, William J., "Trends in Administrative Structure." Approaches to Problems in Public School Administration in Health, Physical Education and Recreation, Proceedings of the Sixth National Conference of City and County Directors, Washington, D. C.: American Association of Health, Physical Education and Recreation, 1968, pp. 35-41.
- Planning Areas and Facilities for Health, Physical Education and Recreation, Revised, 1966, Prepared by Participants in the National Facilities Conference, Chicago, The Athletic Institute, and the American Association of Health, Physical Education and Recreation, Washington, D. C.: 1966, pp. viii, 63-72, and 237.
- Proceedings of the Sixth National Conference of City and County Directors, American Association of Health, Physical Education and Recreation, "Trends in Administrative Structure." Approaches to Problems in Public School Administration in Health, Physical Education and Recreation, Washington, D. C.: 1968, p. 49.
- Putnam, J. H., and G. M. Weir, A Survey of the School System of British Columbia, Victoria, British Columbia: C. F. Banfield, Printer of the King's Most Excellent Majesty, 1925, p. 47.





Report of the Task Force on Sports for Canadians, Prepared by the Department of National Health and Welfare, Ottawa: Queen's Printer, 1968, pp. 55, 82.

Royal Commission of the Province of Manitoba, Physical Education and Recreation in Manitoba, Winnipeg: Queen's Printer, June, 1958.

Sessoms, H. Douglas, "Measuring Outcomes in Terms of Socialization and the Mental Health of the Individual." Recreation Research, Washington, D. C.: American Association of Health, Physical Education and Recreation, 1966, p. 44.

Stouffer, Samuel A., "Methods of Research Used By American Behavior of Scientists." The Voice of America Forum Lectures, Behavioral Science Series, No. 6, Washington, D. C.: U. S. Information Agency, p. 5.

Trump, J. Lloyd, "Needed Changes in Secondary Schools, with Special Reference to Health, Fitness and Recreation." Secondary School Athletic Administration, A New Look, Washington, D. C.: American Association of Health, Physical Education and Recreation, 1969, pp. 7-13.

Trump, J. Lloyd, New Directions to Quality Education, Commission on the Experimental Study of the Utilization of the Staff in Secondary Schools, National Association of Secondary School Principals, Washington, D. C.: National Education Association, 1960, p. 5.

#### D. PERIODICALS

Adams, Arthur R. Jr., "Interpret to Reinforce." Journal of Health, Physical Education and Recreation, XXXIX (February, 1968), p. 41.

Adams, William J., "On the Construction and Furnishing of School Rooms." cited by Rice, Emmett A., "Physical Education a Century Ago." Journal of Health and Physical Education, I (April, 1930), p. 16.

Anderson, Ches. S., "I am Not Ashamed of Coaching To Win." Journal of the Canadian Association of Health, Physical Education and Recreation, XXVII (August-September, 1961), p. 29.

Austin, Patricia L., "The Forgotten Child." Journal of the Canadian Association of Health, Physical Education and Recreation, XXXVIII (August-September, 1969), pp. 15, and 38.



- Bailey, Sherm, and Lloyd Rowley, "A School of Today and Tomorrow." Journal of Health, Physical Education and Recreation, XL (September, 1969), pp. 31-35.
- Bamman, Bernice, and John French, "A Variety of Improvement in Staff Utilization Are Tried in a Small High School at Beecher, Illinois." The Bulletin of the National Association of Secondary School Principals, XLII (January, 1958), pp. 115-125.
- Beattie, L., "The Coaching Skills in Teaching." Journal of the Canadian Association of Health, Physical Education and Recreation, XXV (January, 1959), p. 20.
- Black, J. B., "Planning and Organizing a Physical Education Department in a New School." Journal of the Canadian Association of Health, Physical Education and Recreation, XXIX (April-May, 1963), p. 14.
- Blackstock, C. R., "R. Tait McKenzie - Educator and Sculptor." Journal of the Canadian Association of Health, Physical Education and Recreation, XXV (January, 1959), pp. 7-11.
- \_\_\_\_\_. "Outdoor Education." Journal of the Canadian Association of Health, Physical Education and Recreation, XXVI (October-November, 1959), p. 16.
- Brown, Lorne E., "Why Not More School Camps?" Journal of the Canadian Association of Health, Physical Education and Recreation, XXX (August-September, 1964), p. 7.
- Bucher, Charles A., "Needed: A New Athletic Program." Physical Educator, XXIII (October, 1966), p. 101.
- Byrd, Oliver E., "Studies on the Psychological Values of Lifetime Sports." Journal of Health, Physical Education and Recreation, XXXVIII (November-December, 1967), pp. 35-36.
- Canadian Association of Health, Physical Education and Recreation, "Live Issues Corner." Journal of the Canadian Association of Health, Physical Education and Recreation, XXXIII (September, 1956), p. 11.
- Chute, L. W., "Physical Education Assistants' Program in a Junior Secondary School." British Columbia Physical Education Teachers' Association, (BCTF) Newsletter, XIV (April, 1970), pp. 8-9.
- Clein, Marvin I., "The Early Historical Roots of Therapeutic Exercise." Journal of Health, Physical Education and Recreation, XLI (April, 1970), pp. 89-91.





- Corder, W. O., "Effects of Physical Education on the Intellectual, Physical and Social Development of Educable Mentally Retarded Boys." Exceptional Children, XXXII (1966), pp. 357-364.
- Daniels, Arthur S., "Critical Issues in Physical Education." Journal of Health, Physical Education and Recreation, XXIX (September, 1958), p. 27.
- Devenney, Hart, "Trends in Camping." Journal of the Canadian Association of Health, Physical Education and Recreation, XXVII (June-July, 1961), pp. 15-16 and 28-29.
- \_\_\_\_\_. "Outdoor Education." Journal of the Canadian Association of Health, Physical Education and Recreation, XXV (December, 1968-January, 1969), p. 24.
- Dooling, P. J., "The Great University of the Canadian Outdoors." Journal of the Canadian Association of Health, Physical Education and Recreation, XXXVI (March-April, 1970), pp. 19-21.
- Duffell, George W., "A Challenge to Youth - A Challenge to Adults." Pro-Motion, Journal of the British Columbia Physical Education Teachers' Association, X (February, 1970), pp. 1-5.
- Edwards, J. F., "Competitive Orienteering - A New Sport for Canadians." Journal of the Canadian Association of Health, Physical Education and Recreation, XXXIV (April-May, 1968), pp. 13-16.
- England, Earle W., "The Adaptation of Activities to a Coeducational Intramural Program." Physical Education, XXV (May, 1968), p. 63.
- Ezersky, Eugene, and P. Richard Theibert, "City Schools Without Gyms." Journal of Health, Physical Education and Recreation, XLI (April, 1970), pp. 26-29.
- Farris, Jeff, Jr., "New Patterns Meet Challenging Needs." Journal of Health, Physical Education and Recreation, XXXVIII (November-December, 1967), p. 29.
- Frost, Reuben B., "Physical Education." Journal of Health, Physical Education and Recreation, XXXIX (March, 1968), pp. 34-35.
- Gart, Wally, "An Adaptive Physical Education Program in a New Senior High School." Journal of Health, Physical Education and Recreation, XL (May, 1969), p. 49.





- Greenberg, Pearl T., "Competition in Children: An Experimental Study." American Journal of Psychology, XLIV (1932), pp. 221-248.
- Hanson, Robert F., "Playgrounds Designed for Adventure." Journal of Health, Physical Education and Recreation, XL (May, 1969), pp. 34-35.
- Harman, John M., "The Responsibility of the Public Schools for Physical Education." Journal of Health, Physical Education and Recreation, XVI (September, 1945), p. 389.
- Harris, William H., "Stimulate Curiosity." Journal of Health, Physical Education and Recreation, XXXIX (February, 1968), p. 44.
- Hooley, Agnes M., "We Can Serve the Student With Disabilities." Journal of Health, Physical Education and Recreation, XXX (March, 1959), pp. 45-54.
- Howe, C. A., "Comparison of Motor Skills of Mentally Retarded and Normal Children." Exceptional Children, XXV (1959), pp. 352-354.
- Joy, Barbara E., "New Tendencies in Camping Education." Journal of Health and Physical Education, I (May, 1930), pp. 26-27.
- Kariger, Robert L., "Physical Education Therapy." Child Study Center Bulletin, State University of New York, III (1966), pp. 35-41.
- Kenyon, Gerald S., "Six Scales for Assessing Attitude Toward Physical Activity." Research Quarterly, XXXIX (October, 1968), pp. 566-574.
- Krakower, Hyman, "The Problems of Teacher Load." Journal of Health, Physical Education and Recreation, XVIII (May, 1947), p. 305.
- Lapage, R., "Report on Outdoor Education in Manitoba." Journal of Canadian Association of Health, Physical Education and Recreation, XXXV (April-May, 1969), pp. 28-30.
- Lokrantz, S., "Corrective Physical Education Practised in Los Angeles City Schools." Journal of Health and Physical Education, I (March, 1930), pp. 6-8.
- Lord, John C., "Individualizing Physical Education for the Low Achiever." Journal of the Canadian Association of Health, Physical Education and Recreation, XXXII (August-September, 1966), pp. 13, 30.
- Lowman, C. L., "The Vulnerable Age." Journal of Health, Physical Education and Recreation, XVIII (November, 1947), pp. 635-636.



- Mann, John H., "Orienteering in the Elementary Schools." Journal of the Canadian Association of Health, Physical Education and Recreation, XXXIV (October-November, 1967), pp. 19-20.
- Marsh, Richard L., "Stamp Out Negativism." Journal of Health, Physical Education and Recreation, XXXIX (February, 1968), p. 47.
- McCutcheon, John E., "The Intramural Athletic Program." Journal of the Canadian Association of Health, Physical Education and Recreation, XXIX (August-September, 1963), pp. 6-8, 36-38.
- McGee, Rosemary, "Comparison of Attitudes Towards Intensive Competition for High School Girls." Research Quarterly, XXVII (March, 1956), p. 60.
- McGraw, Lynn W., "How Professional Am I?" The Alberta Teachers Association of Health and Physical Education Specialists Council Bulletin, III (February, 1964), p. 15.
- McLean, W. D., "The Relationship of the Degree of Athletic Participation in Social and Personal Adjustment in Selected Grade XII Male Students." Alberta Teachers Association of Health and Physical Education Specialists Council Bulletin, III (February, 1964), p. 25.
- Messersmith, Lloyd, "How Well Does Physical Education Speak for Itself?" Journal of Health, Physical Education and Recreation, XXXIII (November 1962), p. 14.
- Miller, C. E., "Some Unique Personal Contributions of Physical Education." Physical Educator, XXII (December, 1965), p. 169.
- Morgan, William P., "Psychological Considerations." Journal of Health, Physical Education and Recreation, XXXIX (November-December, 1968), pp. 26-27.
- Moritz, Joanna, "Competition and Cooperation." Physical Educator, XXII (December, 1965), pp. 166-167.
- Norton, H. J., "Athletics." Journal of Health and Physical Education, I (March, 1930), p. 16.
- Oberteuffer, Delbert, "Some Contributions of Physical Education to an Educated Life." Journal of Health, Physical Education and Recreation, XVI (January, 1945), p. 4.





- Olenick, Norman, "Outdoor Education." Journal of the Canadian Association of Health, Physical Education and Recreation, XXXVI (October-November, 1969), pp. 4, 25-26.
- Oliver, J. N., "Effects of Physical Conditioning Exercises and Activities on the Mental Characteristics of Educationally Sub-Normal Boys." British Journal of Education Psychology, XXVIII (1958), pp. 155-165.
- Panton, J. H., "Community Resources for Physical Education, Recreation, and Adult Education." Pro-Motion, Journal of the British Columbia Physical Education Teachers' Association, VII (May, 1968), pp. 38-39.
- Pennington, Gary, "What's in a Game?" Pro-Motion, Journal of the British Columbia Physical Education Teachers' Association, X (February, 1970), pp. 9-13.
- Rafferty, Max L., "A Critical Look At Physical Education." Alberta Teachers' Association, Health, Physical Education Specialists Council Bulletin, IV (June, 1965), p. 18.
- Rarick, G. Lawrence, "Present and Future Research." Journal of Health, Physical Education and Recreation, XXXVII (November-December, 1967), p. 37.
- Rice, Emmett A., "Physical Education A Century Ago." Journal of Health and Physical Education, I (April, 1930), p. 16.
- Routledge, Robert H., "Aims and Objectives of Extracurricular Activities for High Schools." Journal of the Canadian Association of Health, Physical Education and Recreation, XXV (June-July, 1959), pp. 25-27.
- Samuel, H. I., "Intramurals in the Junior High Schools." Journal of Health and Physical Education, I (November, 1930), p. 26.
- Saylor, S., "Popularizing Correctives." Journal of Health and Physical Education, I (September, 1930), p. 33.
- Schneider, Elsa, "Evaluation of the Physical Education Program." The Alberta Teachers' Association, Health, and Physical Education Specialists Council Bulletin, III (December, 1964), pp. 7-20.
- Scott, T. S., "A Letter To the Parent Concerning Physical Education Today." Journal of the Canadian Association of Health, Physical Education and Recreation, XXX (June-July, 1964), p. 24.





- Shroyer, George, "Inform, Don't Let Them Guess." Journal of Health, Physical Education and Recreation, XXXIX (February, 1968), p. 42.
- Shuck, Gilbert R., "Effect of Athletic Competition on the Growth and Development of Junior High School Boys." Research Quarterly, XXXIII (May, 1962), p. 288.
- Singer, Robert N., "Communicate or Perish." Journal of Health, Physical Education and Recreation, XXXIX (February, 1968), p. 40.
- Smith, Julian W., "Recreation Education." Journal of Health, Physical Education and Recreation, XXXIX (March, 1968), pp. 32-33.
- Smith, W. D., "Our Profession in Canada." Journal of the Canadian Association of Health, Physical Education and Recreation, XXXIV (August-September, 1968), p. 7.
- Stein, Julian U., "The Potential of Physical Activity for the Mentally Retarded Child." Journal of Health, Physical Education and Recreation, XXXVII (April, 1966), p. 25.
- Stoke, H. W., "College Athletes, Education or Show Business?" Atlantic Monthly, CXCI (March, 1954), p. 46.
- Throne, John, "Activity Programs for the Mentally Retarded Everybodies Problem." Journal of Health, Physical Education and Recreation, XXXVII (April, 1966), p. 24.
- Townsend, Marvin, "Intramurals - New Concepts." Journal of the Canadian Association of Health, Physical Education and Recreation, XXXI (April-May, 1965), pp. 18, 30.
- Upton, Joseph C., "High School Remedial Physical Education Classes." Journal of the Canadian Association of Health, Physical Education and Recreation, XXX (December, 1963-January, 1964), pp. 17-18, 31.
- Van Winkle, Harold, "Improving the Image." Journal of Health, Physical Education and Recreation, XXXIX (February, 1968), p. 43.
- Weiskopf, Don, and Don Gordon, "Salesman Formula." Journal of Health, Physical Education and Recreation, XXXIX (February, 1968), p. 46.
- Williams, Harriet G., "Learning." Journal of Health, Physical Education and Recreation, XXXIX (November-December, 1968), pp. 29-31.



## E. UNPUBLISHED MATERIALS

- Austin, Patricia L., "A Conceptual Structure of Physical Education for the School Program." Unpublished Doctoral Dissertation, Michigan State University, Ann Arbor, Michigan, 1965.
- Beach, Vernon Ray, "Supervision of Athletics in Medium-sized Schools in the State of Washington." Unpublished Master's thesis, Washington State University, Pullman, Washington, 1960, cited in Enger, Arnold M., "An Evaluation of the Physical Education Program in the Secondary Public Schools of Edmonton, Alberta, Canada, in the school year 1966-67." Unpublished Master's thesis, University of Alberta, 1968.
- Bennett, Bruce L., "The Physical and Recreational Needs of Children." Unpublished manuscript, The Ohio State University, 1955.
- Boyko, Steve, "Current Practices in Extra-curricular Activities in Alberta Centralized Schools." Unpublished Master's thesis, University of Alberta, 1959.
- Calhoun, R. A., "A Comparison of Achievements of Program Objectives of Selected Rated High School Physical Education Programs in Indiana." Unpublished Master's thesis, University of Indiana, Bloomington, Indiana, 1955.
- Cameron, Peter John, "A Survey of the Physical Education Curriculum, Facilities, and Administrative Organization in the City High Schools in the Province of Saskatchewan, Canada, During the 1958-1959 School Term." Unpublished Master's thesis, University of Washington, 1959.
- Cox, Kenneth Marvin, "The Status of Interschool and Intramural Athletics in the Elementary Schools of Oregon." Unpublished Master's thesis, San Fernando State College, Northridge, California, 1962.
- Crabb, Robert George, "An Evaluation of Physical Programs for Boys in the Public Secondary Schools of Calgary, Alberta, 1968-69." Unpublished Master's thesis, University of Alberta, Edmonton, Alberta, 1969.
- Davidson, C. L., "Brief on Facilities and Standards." prepared for School District No. 24, Kamloops, British Columbia, May, 1967. (Mimeographed.)





Edmonton Public School Board Centennial Committee, "A Brief on Outdoor Education." October, 1966.

Enger, Arnold M., "An Evaluation of the Physical Education Programs in the Secondary Public Schools of Edmonton, Alberta, Canada, in the School Year 1966-67." Unpublished Master's thesis, University of Alberta, 1968.

Eriksson, Arthur W., "A Survey of Physical Education and Health in Representative One-Room Schools in Alberta." Unpublished Master's thesis, University of Washington, 1946.

Fournier, Lionel J., "A Survey of Recreation Components Operating in Selected Areas of Alberta." Unpublished Master's thesis, University of Alberta, Edmonton, Alberta, 1964.

Grierson, M. K., "An Examination of the Physical Education Facilities and Programs in Secondary Schools of Alberta." Unpublished Master's thesis, University of Alberta, 1955.

Hughes, Richard Lee, "A Survey and Evaluation of the Physical Education Programs in the Secondary Schools of Greater Victoria, British Columbia Area." Unpublished Master's thesis, University of Washington, 1946.

Korchinsky, Nestor N., "Qualifications, Responsibilities, and Programs of Senior High School Physical Education Teachers in the Province of Alberta, Canada." Unpublished Master's thesis, University of Alberta, 1967.

MacAulay, Douglas M., "A Comparison of Physical Education in Regional and Non-Regional High Schools in the Province of Quebec, Canada." Unpublished Master's thesis, Springfield College, 1963.

McLachlin, H. J., "A Survey of the Physical Education Curriculums, Facilities, and Administrative Organization in Senior High Schools, in the Province of Alberta, Canada." Unpublished Master's thesis, University of Washington, 1952.

Nixon, Howard R., "A Score Card for Evaluating Canadian High School Health and Physical Education Programs." Unpublished Doctoral Dissertation, Indiana University, Bloomington, Indiana, 1957.

Panton, J. H., "A Survey of Men's Intramural Programs in Universities and Secondary Schools in Manitoba, Saskatchewan, Alberta and British Columbia, and a Suggested Plan for Organization in Secondary Schools." Unpublished Master's thesis, University of Washington, 1948.





Pennington, Garfield G., "A Survey of Evaluation of Physical Education Curriculum, Facilities and Administrative Organization in the Public Schools of New Westminster, British Columbia, Canada, in the School Year 1959-1960." Unpublished Master's thesis, University of Washington, Seattle, Washington, 1960.

Semotiuk, Darwin Michael, "The Attitudes Toward and Interests in Physical Activity of Edmonton Secondary School Students." Unpublished Master's thesis, University of Alberta, 1967.

Smith, Murray, "Some Thoughts on the Future Direction of School Physical Education." An Address presented to the Red Deer Area Teachers' Convention, Red Deer, Alberta, February, 1969.

Theiss, Robert John, "An Analysis, With Recommendations, of the Boys' Physical Education Programs at the Secondary Level of Olmsted Falls School District." Unpublished Master's thesis, Ohio State University, Columbus, Ohio, 1964.

Watkin, J. F., "Extra-curricular Activities in Alberta High Schools." Unpublished Master's thesis, University of Alberta, 1938.

#### F. NEWSPAPERS

Edmonton Journal, Saturday, June 6, 1970, pp. 11, 14.

News Advertiser, [Kamloops, B. C.], "Industrial Review." Friday, June 28, 1968, Section I, p. 2, and Section II, p. 25.

Pennington, Gary, "Instructor Seeks Curriculum Changes De-emphasizing Student Team Sports." Edmonton Journal, Saturday, April 11th, 1970, p. 25.

The Inland Sentinel, [Kamloops, B. C.], February 15, 1898, p. 4; June 29, 1900, p. 4; and July 11, 1902, p. 4.

#### G. INTERVIEWS, LETTERS, MINUTES AND OTHER MATERIALS

Anderson, Ruby, Personal Interview, May, 1970.

Martino, G., Graduate of 1953, Kamloops Secondary School, and C. Laidlaw, Basketball Official, 1953, personal interviews, June, 1967.



McArthur, H., retired School Inspector, personal interview, June, 1967.

Minutes of Kamloops School Trustees, April and September, 1915;  
February and October, 1916, and February and December, 1920.

Personal Interviews with Administrators, Physical Educators, Student  
Counsellors, Public Health Nurses, and Parents of School District  
No. 24, Kamloops, British Columbia, March 2-8, 1969.

Personal Observations of Public Schools of School District No. 24,  
Kamloops, British Columbia, March 2-8, 1969; and during employment  
1965-1967.

Photograph, Kamloops' Museum, Catalogue No. 1730.

Routledge, Robert H., personal interview, June 3rd, 1969.



## APPENDICES





APPENDIX A

BASIC QUESTIONNAIRE FORM B SUBMITTED  
TO PHYSICAL EDUCATORS WITH RESPONSES INCLUDED  
ON FORMS A AND C MARKED IN THE RIGHT MARGIN



A SURVEY TO ASCERTAIN THE EXPECTATIONS OF SCHOOL TRUSTEES,  
SCHOOL ADMINISTRATORS, TEACHERS, STUDENTS, AND PARENTS FOR  
PHYSICAL EDUCATION PROGRAMS IN SCHOOL DISTRICT 24 (KAMLOOPS, B.C.)

PURPOSE

Primary: To ascertain the expectations of school trustees, superintendents, supervisors, principals, physical educators, guidance personnel, students and parents for physical education programs in school district 24 (Kamloops, B.C.)

Secondary:

a) To develop a physical education program suitable to the present times with projections for the future, dependent upon expectations, needs, and anticipated societal changes.

b) To discover the attitudes of physical educators and school administrators towards creating a Central Office position for advisory purposes, and their opinions as to the role of, or duties of a person in a physical education Central Office position.

c) To discover the attitudes of physical educators and school administrators towards the development of a comprehensive physical education program for a school system.

d) To provide an opportunity for physical educators and school administrators to express their opinions about, and evaluate the physical education programs in their schools, and the relationship of their program to the total physical education program in the school system.

QUESTIONNAIRE

To the Respondent:

The items in this questionnaire relate to the following:

- I. The Physical Education Instructional Program
- II. The Intramural Program
- III. The Athletic Program
- IV. The Adapted or Remedial Physical Education Program
- V. The Coeducational Program
- VI. The Camping and Orienteering Program
- VII. Health Education Instruction
- VIII. Health Services
- IX. Indoor Health Service Areas



Questionnaire

- X. Indoor Activity and Administrative Areas
- XI. Outdoor Activity Areas
- XII. Equipment and Materials
- XIII. Physical Education Instructional Staff
- XIV. Policies and Procedures
- XV. Central Office Administration
- XVI. Miscellaneous

General Information

INSTRUCTIONS:

1. Please read over all parts of each statement before making responses.
2. PLEASE USE A SOFT PENCIL - YOU MAY ERASE IF YOU WISH TO CHANGE A RESPONSE.
3. Read carefully and consider each answer from your own point of view, based on your knowledge, experience, or expectations.
4. Please read each item carefully and then circle one of the responses at the right of each item.

- SA - Strongly agree
- A - Agree
- D - Disagree
- SD - Strongly disagree

EXAMPLE:

One of the specific values of physical education is fitness development ..... SA A D SD (128)

NOTE: Words which are considered as "keys" to interpretation have been underlined for emphasis, in order to obtain as close as possible a common interpretation.





PLEASE ANSWER EVERY STATEMENT

AREA I            PHYSICAL EDUCATION INSTRUCTIONAL PROGRAM

DEFINITIONS

The following terms are referred to in the Physical Education

Instructional Program

MOVEMENT:

Body Mechanics: The correct use of the body, with the basis being good postural practice through the application of physical laws as they are related to rest (sitting, standing) and motion (walking, lifting, throwing).

Movement Education (Educational Gymnastics): Movement education is a program to provide experience for the individual to develop an understanding and appreciation for, and skill in, human movement, which includes movement for its own sake (basic movement) and motor skill patterns for the specialized skills required in daily life, work, sports, dance, and play (fundamental activities).

GENERAL:

Individual Sports: Those sports that can be participated in by one person, but may be played with others, if desired. (i.e.; golf, swimming, gymnastics, track and field)

Dual Sports: Sports related to two persons. (i.e.; tennis, either singles or doubles)



## Definitions

Social Development (social skills): The ability of a person to change or adapt his responses as required by the changing attitudes of society, or the ability of the human being to learn to live in harmony with others. The learning and understanding of such behavior qualities are:

- a) sportsmanship.
- b) loyalty.
- c) emotional control.
- d) co-operation.

Rhythmics: Activity performed or practised to musical accompaniment, involving changes in tempo, accent, time and mood, and providing opportunity for the development of motor and sensory rhythm and timing.

Biennial: Occuring every second year.

Intermediate Grades: Intermediate grades refers to grades 4, 5, 6 and 7 of the Elementary School.



## PHYSICAL EDUCATORS (FORM B)

## PHYSICAL EDUCATION INSTRUCTIONAL PROGRAM

Responses  
appearing  
on Form  
"A" or "C"

## Aims:

1. The aim of physical and health education is to:

- |  |               |       |
|--|---------------|-------|
| i) <u>assist</u> in the normal growth and develop- |               |       |
| ment of the individual .....                       | SA A D SD (1) | A - C |
| ii) <u>through</u> health instruction .....        | SA A D SD (2) | A - C |
| iii) <u>through</u> planned participation in       |               |       |
| physical activity .....                            | SA A D SD (3) | A - C |

## Values:

2. The specific values of physical and health education are:

- |  |               |       |
|--|---------------|-------|
| i) fitness development .....                     | SA A D SD (4) | A - C |
| ii) development of <u>desirable health</u>       |               |       |
| habits .....                                     | SA A D SD (5) | A - C |
| iii) development of <u>skills</u> in fundamental |               |       |
| movement and body mechanics .....                | SA A D SD (6) | C     |
| iv) development of <u>fundamental skills</u> in: |               |       |
| a) team sports .....                             | SA A D SD (7) | A - C |
| b) dual sports .....                             | SA A D SD (8) | A - C |
| c) individual sports .....                       | SA A D SD (9) | A - C |





Physical Educators (Form B)

v) development of sports knowledge ... SA A D SD (10)      A - C

vi) development of such behavior habits  
and qualities as:

- a) sportsmanship ..... SA A D SD (11)      A - C
- b) honor (honesty) ..... SA A D SD (12)      A - C
- c) self control ..... SA A D SD (13)      A - C
- d) courtesy (manners) ..... SA A D SD (14)      A - C
- e) cooperation and team work .... SA A D SD (15)      A - C
- f) leadership ..... SA A D SD (16)      A - C
- g) promptness ..... SA A D SD (17)      A - C
- h) aggressiveness ..... SA A D SD (18)      A - C
- i) courage ..... SA A D SD (19)      A - C
- j) cleanliness (appearance) ..... SA A D SD (20)      A - C

vii) development of a desire for par-  
ticipation in leisure-time physical

activity ..... SA A D SD (21)      A - C

viii) development of social skills ..... SA A D SD (22)      A - C

Other .....  
(Please Indicate)

Policy:

3. A yearly physical education program should  
be developed for each grade (showing  
progressions), and used as a teaching  
guide ..... SA A D SD (23)      A



## Physical Educators (Form B)

4. The yearly physical education program  
should be based upon:
- i) the provincial course of study ..... SA A D SD (24) A
  - ii) the present provincial course of  
studies should be revised ..... SA A D SD (25) A
  - Indicate specific changes .....
  - .....
5. A copy of the physical education program  
should be filed in the principal's  
office ..... SA A D SD (26) A - C
6. Unit, or seasonal schedules of the physical  
education program should be posted on the  
school's bulletin boards ..... SA A D SD (27) A
7. There should be a course of study committee  
to revise the yearly physical education  
program ..... SA A D SD (28) C
- i) this committee should be composed of  
both men and women physical education  
teachers ..... SA A D SD (29) C
  - ii) this committee should meet:
    - a) annually ..... SA A D SD (30)
    - b) bi-annually ..... SA A D SD (31)
    - c) biennially ..... SA A D SD (32)
    - d) as the need arises ..... SA A D SD (33)



## Physical Educators (Form B)

8. Daily lesson plans should be developed by  
the physical education teacher ..... SA A D SD (34)
9. Daily lesson plans should include:
  - i) objectives ..... SA A D SD (35)
  - ii) content ..... SA A D SD (36)
  - iii) method ..... SA A D SD (37)
  - iv) materials, supplies and equipment  
needed ..... SA A D SD (38)
  - v) time allotment ..... SA A D SD (39)
  - vi) expected outcomes ..... SA A D SD (40)
10. Students should be required to take instruction  
in physical education:
  - i) daily ..... SA A D SD (41)      A - C
  - ii) three times a week ..... SA A D SD (42)      A - C
  - iii) twice a week ..... SA A D SD (43)      A - C
  - iv) once a week ..... SA A D SD (44)      A - C
11. Physical education should be required in:
  - i) every grade ..... SA A D SD (45)      A - C
  - ii) elementary, intermediate grades,  
only ..... SA A D SD (46)      A - C
  - iii) junior high school only ..... SA A D SD (47)      A - C
  - iv) elementary (intermediate) and junior  
high school only ..... SA A D SD (48)      A - C





## Physical Educators (Form B)

- v) senior high school only ..... SA A D SD (49)      A - C
- vi) junior and senior high school only . SA A D SD (50)      A - C
12. Other school courses or activites should  
not be substituted for participation in  
 physical education (i.e. clerical,  
 athletics, marching band, industrial  
 or vocational education) ..... SA A D SD (51)      A - C
13. Assignment of students to physical  
 education should be based upon:
- i) medical examination ..... SA A D SD (52)      A - C
- ii) students capacity (fitness or skill  
       level) ..... SA A D SD (53)      A - C
- iii) grade level ..... SA A D SD (54)      A - C
- iv) student's interest ..... SA A D SD (55)      A - C
- v) student's maturation ..... SA A D SD (56)      A - C
14. A desirable physical education class size  
 would be twenty students ..... SA A D SD (57)      C
15. Physical education class size must not  
exceed 30 students ..... SA A D SD (58)      C
16. The physical education program should be  
 balanced and provide a variety of activities,  
 with proportionate emphasis on the following  
 activities at either the elementary or  
secondary levels, or both:



Physical Educators (Form B)

	<u>Elementary</u>					<u>Secondary</u>				
	<u>Intermediate Grades</u>					<u>Grades</u>				
i) movement education										
	Form					Form				
(Educational Gymnastics).	SA	A	D	SD	(59)	C	SA	A	D	SD (60) C
ii) rhythmic (dance) .....	SA	A	D	SD	(61)	C	SA	A	D	SD (62) C
iii) individual games .....	SA	A	D	SD	(63)	C	SA	A	D	SD (64) C
iv) dual games .....	SA	A	D	SD	(65)	C	SA	A	D	SD (66) C
v) recreational games and										
activities .....	SA	A	D	SD	(67)	C	SA	A	D	SD (68) C
vi) team games .....	SA	A	D	SD	(69)	C	SA	A	D	SD (70) C
vii) gymnastics .....	SA	A	D	SD	(71)	C	SA	A	D	SD (72) C
viii) aquatics .....	SA	A	D	SD	(73)	C	SA	A	D	SD (74) C
ix) fitness development .....	SA	A	D	SD	(75)	C	SA	A	D	SD (76) C

Evaluation:

17. <u>Evaluation</u> of students progress should include						Responses				
consideration of:						appearing				
						on Form				
						<u>"A" or "C"</u>				
i) body mechanics improvement .....	SA	A	D	SD	(77)	A - C				
ii) activity skill improvement .....	SA	A	D	SD	(78)	A - C				
iii) social development (attitude)										
improvement .....	SA	A	D	SD	(79)	A - C				
iv) knowledge gain .....	SA	A	D	SD	(80)	A - C				
v) attitude improvement .....	SA	A	D	SD	(81)	A - C				
vi) physical fitness improvement .....	SA	A	D	SD	(82)	A - C				
vii) attendance .....	SA	A	D	SD	(83)	A - C				



## Physical Educators (Form B)

- viii) correct and clean physical education  
           dress or costume ..... SA A D SD (84)      A - C
18. Evaluation should be considered in terms of:
- i) pupil capacity ..... SA A D SD (85)              C
- ii) established local standards ..... SA A D SD (86)              C
- iii) established provincial standards ... SA A D SD (87)              C
- iv) established national standards ..... SA A D SD (88)              C
19. Marks equivalent to those used for other  
       subjects should be assigned to students  
       in physical education ..... SA A D SD (89)      A - C
20. Credits equivalent to those used for other  
       subjects should be assigned to students  
       in physical education ..... SA A D SD (90)      A - C

## Standards:

21. Students should be required to attain the  
       following minimum standards during one  
       year of:

## JUNIOR HIGH SCHOOL:

- i) achieve national fitness standard for  
           age level ..... SA A D SD (91)      A - C
- ii) achieve Junior Red Cross swimming  
           certificate, or equivalent ..... SA A D SD (92)      A - C





Physical Educators (Form B)

SENIOR HIGH SCHOOL:

- iii) achieve national fitness standard for  
age level ..... SA A D SD (93)      A - C
- iv) achieve Senior Red Cross swimming  
certificate ..... SA A D SD (94)      A - C

Miscellaneous: (Methods)

- 22. Student leaders should be used in physical  
education classes ..... SA A D SD (95)
- 23. A squad system is desirable:
  - i) in each class of physical education is  
a basic element in the teaching  
method ..... SA A D SD (96)
  - ii) the squad system is not desirable in  
the teaching of certain physical  
education activities (i.e. movement,  
dance) ..... SA A D SD (97)

AREA II

INTRAMURAL PROGRAM

DEFINITIONS

The following terms are referred to in the Intramural Program

Intramural Program: An activity program conducted within the school system, with the purpose being participation by all students.

House System (competing units): Competing intramural units in a



## Physical Educators (Form B)

school. Students are organized into permanent or semi-permanent groups called "houses".

## INTRAMURAL PROGRAM

## Aims:

1. The aim of the intramural program is to provide organized activity opportunities for as many as would care to participate ..... SA A D SD (98)      A - C

## Values:

2. The value of an intramural program is the opportunity for competitive experience by students who otherwise would not satisfy competitive desires ..... SA A D SD (99)      A - C
3. To satisfy the competitive spirit of children from 10 to 14 years of age there should be some intramural activity at the intermediate grades (4,5,6 and 7), and the junior high school ..... SA A D SD (100)      A

## Policy:

4. Participation in the intramural program should be open to all students on an elective basis ..... SA A D SD (101)      C



## Physical Educators (Form B)

5. The intramural program should be conducted  
at times suitable to all students. Bus  
students should be included ..... SA A D SD (102)    A - C
6. Scholastic standing should have no bearing  
on eligibility for participation in the  
intramural program ..... SA A D SD (103)    C
7. When necessary, Intramural Game rules  
should be adapted to the capacity of the  
students ..... SA A D SD (104)    C
8. A student - teacher committee should  
develop:
  - i) intramural policies ..... SA A D SD (105)    C
  - ii) competing units ..... SA A D SD (106)    C
  - iii) eligibility (eg: classification, age  
groups, etc.) ..... SA A D SD (107)    C
  - iv) activity rules ..... SA A D SD (108)
9. The intramural committee should develop:
  - i) written objectives for the program .. SA A D SD (109)
  - ii) review these objectives annually .... SA A D SD (110)
10. The intramural policies should be posted  
on school bulletin boards ..... SA A D SD (111)    A - C
11. Students participating in the intramural  
program should be classified for activities





## Physical Educators (Form B)

on the basis of:

- i) pupil size (height and weight) ..... SA A D SD (112)
- ii) pupil ability ..... SA A D SD (113)
- iii) age ..... SA A D SD (114)
- iv) grade ..... SA A D SD (115)
- v) other, specify .....
- .....
- .....

12. The boys' and girls' intramural programs

should share the physical education

facilities, materials and equipment on

an equal basis ..... SA A D SD (116)      A - C

13. Officiating of activities in the intramural

program should be done by:

- i) teachers ..... SA A D SD (117)      C
- ii) trained students ..... SA A D SD (118)      C
- iii) teachers and trained students ..... SA A D SD (119)      C

14. Intramural statistics should be recorded

and maintained for:

- i) each activity ..... SA A D SD (120)      C
- ii) and for the total program (cumulative) ..... SA A D SD (121)      C
- iii) and be posted on bulletin boards ... SA A D SD (122)      C



## Physical Educators (Form B)

## Program:

15. The intramural program is a necessary adjunct to the physical education program ..... SA A D SD (123)
16. The program should contain:
- i) most activities taught in the instructional physical education program ..... SA A D SD (124) A
- ii) additional recreational activities .. SA A D SD (125) A
17. The intramural program should include at least one academic contest each year .... SA A D SD (126)
- specify:
- i) .....
- ii) .....
- iii) .....

## Participation:

18. All students should be encouraged to play or participate in at least one intramural activity per year ..... SA A D SD (127) A - C

## Leadership:

19. A physical education man and woman should assume responsibility for the direction of the intramural program ..... SA A D SD (128) C



## Physical Educators (Form B)

20. Each house of the intramural program should  
be guided by:

- i) a teacher, or teachers ..... SA A D SD (129)
- ii) a student, or students ..... SA A D SD (130)
- iii) teachers and students ..... SA A D SD (131)

## Miscellaneous:

21. The intramural program should be financed  
through:

- i) the regular school budget ..... SA A D SD (132)    A
- ii) the student's council budget ..... SA A D SD (133)    A
- iii) a combination of school budget and  
       student's council budget ..... SA A D SD (134)    A

22. (In service training) A training program  
 for students covering rules, duties and  
 officiating techniques should be

- conducted ..... SA A D SD (135)    C
- i) prior to each activity ..... SA A D SD (136)    C
- ii) annually ..... SA A D SD (137)    C

23. (Awards) If awards are given in the intramural  
 program, they should be given on the basis of:

- i) total cumulative points to the competing  
       units (house system) ..... SA A D SD (138)    C
- ii) or to activity areas (teams winning  
       basketball or wrestling ..... SA A D SD (139)    C



## Physical Educators (Form B)

24. (Awards) Individual student awards for  
intramural participation should not be  
considered ..... SA A D SD (140)
25. Awards should not be given for team or  
individual participation in intramural  
activity ..... SA A D SD (141)

## AREA III

## ATHLETIC PROGRAM

## DEFINITIONS

The following terms are referred to in the Athletic Program.

Athletic Program: The organization of scheduled extra curricular sports competition with other schools in the school district (i.e. soccer, field hockey, gymnastics, etc.)

Faculty: Members of the teaching staffs of the schools.

## ATHLETIC PROGRAM

## Aims:

1. The aims of the athletic program are to provide:

- i) opportunities for the gifted students in  
physical education and those of  
specialized interests in particular  
activities ..... SA A D SD (142)    A - C





## Physical Educators (Form B)

- ii) opportunities to satisfy needs for  
more intensive participation resultant  
from interscholastics ..... SA A D SD (143)    A - C
- iii) opportunities for potential growth of  
an integrated development of mental,  
emotional and social objectives .... SA A D SD (144)    A - C

## Values:

2. The values of the athletic program are:

- i) interscholastic athletics provide  
opportunities for social approval from  
peers ..... SA A D SD (145)    A - C
- ii) the spectator aspect provides  
opportunity for development of a genuine  
appreciation of athletic skills .... SA A D SD (146)    A - C
- iii) provides for the outlet of the  
fundamental human drive to demonstrate  
physical prowess ..... SA A D SD (147)    A - C

## Policy:

3. The athletic program should be a part of  
the total physical education program .... SA A D SD (148)    C
4. There should be an athletic council to  
determine school athletic policies ..... SA A D SD (149)    A - C



## Physical Educators (Form B)

5. The school is to be an active member of a School Athletic Association which functions solely for the regulation and supervision of athletic programs and governed by principles which are educationally sound. SA A D SD (150) C
6. Provincial School Athletic Association shall have written eligibility requirements, which each school or regional school athletic association shall follow. SA A D SD (151) C
7. Practice time limits are to be established for:
  - i) each sport ..... SA A D SD (152) C
  - ii) and practices shall never exceed 2 hours per day ..... SA A D SD (153) A - C
  - iii) and practices shall never exceed 5 days per week ..... SA A D SD (154) A - C
8. Seasonal limits are to be established for each sport ..... SA A D SD (155) A - C
9. Participants in the school athletic program must be protected by insurance ..... SA A D SD (156) A - C
10. And insurance shall include coverage for:
  - i) hospitalization and services ..... SA A D SD (157) A - C
  - ii) medical services ..... SA A D SD (158) A - C



## Physical Educators (Form B)

11. Transportation of athletic participants to  
and from events shall be by school vehicles  
or bonded carriers ..... SA A D SD (160) A - C
- i) for all athletic events ..... SA A D SD (161) C
- ii) for a majority of athletic events .. SA A D SD (162) C
- iii) for special occasions only ..... SA A D SD (163) C

12. School sports and athletics shall not be  
classified as either major or minor ..... SA A D SD (164) C

## Program:

13. The athletic program should consist of  
team, dual and individual sports ..... SA A D SD (165) C

Please specify athletic program activities

in your school district:

	<u>Team</u>	<u>Dual</u>	<u>Individual</u>
i) .....	.....	.....	.....
ii) .....	.....	.....	.....
iii) .....	.....	.....	.....

14. Parental permission certificates are to  
be signed and on file in the principal's  
office for all students in:
- i) all athletic program activities ..... SA A D SD (166) A - C
- ii) only participants in contact  
activities ..... SA A D SD (167) A - C





## Physical Educators (Form B)

## Standards:

## 15. Provincial school athletic association

standards shall cover:

- i) pre-competition practices ..... SA A D SD (168) C
- ii) age limits ..... SA A D SD (169) C
- iii) years of participation ..... SA A D SD (170) C
- iv) scholastic requirements ..... SA A D SD (171) C
- v) amateur status ..... SA A D SD (172) C
- vi) school transfers ..... SA A D SD (173) C
- vii) outside team participation (exhibition  
games with touring, or other outside  
teams) ..... SA A D SD (174) C

16. Officials, who are employed and responsible

to the schools for competitions, shall be:

- i) registered with local and/or provincial  
official's organizations ..... SA A D SD (175) C
- ii) and shall have passed the current  
official's examinations ..... SA A D SD (176) C

## Miscellaneous:

17. The athletic program shall be financed

through:

- i) the regular school budget ..... SA A D SD (177) A - C
- ii) the student's council ..... SA A D SD (178) A - C



## Physical Educators (Form B)

iii) a combination of the school budget

and the student's council budget ... SA A D SD (179) A - C

iv) special money raising drives by the

schools ..... SA A D SD (180) A - C

18. Inter school sports competition at the  
intermediate grades 4, 5, 6 and 7 is:

i) desirable on a regular basis ..... SA A D SD (181)

ii) desirable occasionally ..... SA A D SD (182)

iii) desirable on special occasions ..... SA A D SD (183)

iv) not desirable at any time ..... SA A D SD (184)

Please indicate the reason for your response to (iv)

above: .....

.....

19. The school shall have a written policy

covering the granting of athletic awards. SA A D SD (185) C

20. Scholarships should be encouraged for

the gifted physical education student ... SA A D SD (186) C



## Physical Educators (Form B)

## AREA IV

## ADAPTED OR REMEDIAL

## PHYSICAL EDUCATION PROGRAM

## DEFINITIONS

The following terms are referred to in the  
Adapted or Remedial Physical Education Program

## GENERAL:

Adapted or Remedial Physical Education: A special educational provision made within the physical education curriculum for those students unable to profit from the regular physical education program. The adapted or remedial physical education program constitutes a modification or adaptation in the regular program to meet the needs and abilities of exceptional children.

## ADAPTED OR REMEDIAL PHYSICAL EDUCATION PROGRAM

## Aims:

1. The aims of the adapted physical education program are:

- i) to improve the handicapped's physical fitness so  
that he is physically better able  
to meet the demands of daily living. SA A D SD (187) A - C
- ii) to improve the handicapped's body  
control and increase the movement  
patterns, thus to minimize the  
restrictions imposed by a disability  
or defect ..... SA A D SD (188) A - C



## Physical Educators (Form B)

- iii) to expand the handicapped's opportunities to participate with, and gain recognition from, normal peers in play situations ..... SA A D SD (189) A - C
- iv) to increase the handicapped's play and sport skills for more worthy leisure time activity ..... SA A D SD (190) A - C

## Values:

2. The value of the adapted or remedial program is that it provides opportunity for the handicapped student to participate in forms of physical activity for:

- i) development of better physical fitness ..... SA A D SD (191) A - C
- ii) play opportunities geared to disabilities or defects ..... SA A D SD (192) A - C
- iii) social recognition and approval .... SA A D SD (193) A - C

## Policy:

3. An adapted physical education program should be a part of the total physical education curriculum ..... SA A D SD (194) A - C
4. The individual student's adapted program activities shall be modified under the direction of the family physician ..... SA A D SD (195) A - C





## Physical Educators (Form B)

5. Complete records are to be kept on adapted

program participants, and will include:

i) medical recommendations ..... SA A D SD (196) A - C

ii) daily or weekly adapted exercise

program ..... SA A D SD (197) C

iii) daily or weekly status of the

student ..... SA A D SD (198) A - C

iv) progress reports ..... SA A D SD (199) A - C

6. The instructional staff of the adapted

physical education program shall have one

teaching period per week, per adaptive

class for use in completing records of

students in the adapted physical education

program ..... SA A D SD (200) C

Program:

7. The adapted physical education program

shall include:

i) modified activities ..... SA A D SD (201) A - C

ii) corrective type exercises ..... SA A D SD (202) A - C

iii) sports appreciation classes ..... SA A D SD (203) A - C

iv) leisure activity ..... SA A D SD (204) A - C

v) leisure activity appreciation

classes ..... SA A D SD (205) A - C



## Physical Educators (Form B)

vi) rest and relaxation therapy ..... SA A D SD (206) A - C

vii) individualized programs ..... SA A D SD (207) A - C

8. Physicians, parents and students should

co-operate with the school in conducting a

continuous remedial exercise program at

home and at school ..... SA A D SD (208) A - C

Participation:

9. Students who normally participate in the

regular physical education program and

are temporarily unable to do so due to

recuperation from illness or an

accident are to be assigned to:

i) the adapted physical education

program ..... SA A D SD (209) A - C

ii) and will return to the regular

physical education program when

medical permission is granted ..... SA A D SD (210) A - C

Leadership:

10. The adapted physical education classes

shall be supervised by:

i) qualified physical educators ..... SA A D SD (211) C

ii) physical therapist ..... SA A D SD (212) C

iii) a combination of both physical educator



## Physical Educators (Form B)

and physical therapist ..... SA A D SD (213) C

## AREA V

## THE COEDUCATIONAL PROGRAM

## Aims:

1. The coeducational program is a necessary part of the physical education program, providing for the growth of social skills of students ..... SA A D SD (214) A - C

## Values:

2. The value of the coeducational program is that it furnishes boys and girls the medium for necessary leisure time adjustments through their "growing up" period . SA A D SD (215)

## Policy:

3. The coeducational program should be conducted:
  - i) in each grade ..... SA A D SD (216) C
  - ii) in intermediate grades only (grades 4,5,6 & 7) ..... SA A D SD (217)
  - iii) junior and senior high school grades only ..... SA A D SD (218) C
  - iv) senior high school grades only ..... SA A D SD (219)
4. The Coeducational program shall be conducted for:





## Physical Educators (Form B)

- i) one fifth of the total physical  
education time allotment (once every  
five lessons) ..... SA A D SD (220)
- ii) less than one fifth of the total  
physical education time allotment .. SA A D SD (221)
- iii) more than one fifth of the total  
physical education time allotment .. SA A D SD (222)

5. Opportunity should be provided for selected  
coeducational activities in the intramural  
program ..... SA A D SD (223) C

Program:

6. Activities in the coeducational program  
should include:
- i) social dance (ballroom dancing) .... SA A D SD (224) A - C
  - ii) folk and square dance ..... SA A D SD (225) A - C
  - iii) dual sports (tennis, badminton,  
curling) ..... SA A D SD (226) A - C
  - iv) individual sports (archery, golf,  
swimming) ..... SA A D SD (227) A - C
  - v) team sports (volleyball) ..... SA A D SD (228) A - C
  - vi) and will exclude contact sports .... SA A D SD (229) A - C



## Physical Educators (Form B)

7. Administration of the coeducational program  
 should include personnel from both the  
men's and women's physical education depart-  
ment ..... SA A D SD (230) C
8. Leadership of the coeducational program  
 should include not only personnel from the  
 physical education staffs, but also both  
boys and girls from the student body .... SA A D SD (231) A - C

## AREA VI

## CAMPING AND ORIENTEERING

## DEFINITIONS

The following terms are referred to in the  
 Camping and Orienteering Program.

## GENERAL:

Camping and Orienteering (outdoor education):

Camping: Living in the outdoors for 24 hours a day, for the purpose of learning new skills and appreciation for natural surroundings, and the use and understanding of survival methods.

Orienteering: Travel through natural surroundings by use of map and compass.

## Aims:

1. The purposes of school camping and orienteering are:

i) to overcome the limitations of the



## Physical Educators (Form B)

- traditional school environment .... SA A D SD (232) C
- ii) to provide all students with direct  
contact with their natural  
surroundings ..... SA A D SD (233) A - C
- iii) to provide for those relationships  
which can only be developed through  
group living ..... SA A D SD (234)
- iv) to provide opportunity for enrichment  
to the school curriculum ..... SA A D SD (235) C
- v) to provide for purposeful work  
experiences ..... SA A D SD (236)
- vi) to provide an opportunity for the  
understanding of natural resources. SA A D SD (237) C
- vii) to provide an opportunity for  
understanding the relationship of  
man to his physical environment ... SA A D SD (238) C
- viii) to provide an opportunity for the  
understanding of men's role in  
conservation ..... SA A D SD (239) C

## Values:

2. The values of the camping and orienteering  
program are:

- i) the learning and understanding of



## Physical Educators (Form B)

- survival methods ..... SA A D SD (240) C
- ii) learning the use and meaning of  
compasses and Ordinance Survey maps. SA A D SD (241) C
- iii) learning to know where you are at  
a given time ..... SA A D SD (242) C
- iv) understanding how you are going to  
get to your destination ..... SA A D SD (243) C
- v) gaining an appreciation of the  
outdoors ..... SA A D SD (244) C

## Policy:

3. Camping and Orienteering should be a part  
of the physical education program ..... SA A D SD (245) A - C
4. The camping and orienteering instructional  
program should be conducted:
- i) in each grade from grade 4 through  
senior high school ..... SA A D SD (246) A - C
- ii) in the junior and senior high school  
grades only ..... SA A D SD (247) A - C
5. The camping and orienteering programs  
should be conducted for a minimum of:
- i) one week at the intermediate grades  
(4,5,6 and 7 ..... SA A D SD (248) A - C
- ii) one week at the junior high school  
level ..... SA A D SD (249) A - C





## Physical Educators (Form B)

iii) from one week (fall and spring) to

six weeks (summer) at the high school

level ..... SA A D SD (250) A - C

## Participation:

6. All students should be required to participate

in the camping and orienteering program at

least once every year ..... SA A D SD (251) A - C

## Leadership:

7. There should be a school camping council

to determine policy ..... SA A D SD (252) C

## AREA VII

## HEALTH EDUCATION INSTRUCTION

## DEFINITIONS

The following terms are referred to in the

Health Education Instructional Program

## GENERAL:

Personal Hygiene: Personal health habits or practices of cleanliness such as care of skin, hair, hands, feet, teeth.

Social Hygiene: The science of the individual learning to get along with others, or developing an ability to make adjustments in special situations with other people as he participates in daily living.



## Physical Educators (Form B)

Mental Hygiene: The science of clear thinking. The development and acting out of plans to overcome human frustrations, thus bringing about better social adjustments.

## HEALTH EDUCATION INSTRUCTION

## Aims:

1. The aim of health education is to provide opportunity for development, through knowledge, and practice of desirable health habits ..... SA A D SD (253) A - C

## Policy:

2. There should be a written outline of the school health program ..... SA A D SD (254)
  - i) the program should be based upon the provincial course of studies ..... SA A D SD (255)
  - ii) a copy of the school's health program should be on file in the principal's office ..... SA A D SD (256)
3. A prescribed text, other materials and aids should be used as guides for teachers of health ..... SA A D SD (257)
 

and be supplemented by topics suited to the needs and interests of the students . SA A D SD (258)



## Physical Educators (Form B)

4. There should be a school health course  
committee ..... SA A D SD (259) C
5. The health course committee should revise  
the health course of studies:
  - i) annually ..... SA A D SD (260)
  - ii) biennially ..... SA A D SD (261)
  - iii) when the need arises ..... SA A D SD (262)
6. Health education should be integrated with  
other school subjects through a planned  
approach, growing out of meetings called  
for this purpose ..... SA A D SD (263)
7. Health education classes should not be  
scheduled for allocated physical education  
time ..... SA A D SD (264)
8. Students should be required to take health  
instruction in:
  - i) all grades at the intermediate level  
(4,5,6 and 7) ..... SA A D SD (265) C
  - ii) all grades at the junior high level. SA A D SD (266) C
  - iii) all grades at the senior high level. SA A D SD (267) C
9. Students should be required to take  
health instruction once a week during the  
years prescribed ..... SA A D SD (268)





## Physical Educators (Form B)

10. Class size for health instruction should

not exceed 30 pupils ..... SA A D SD (269) C

Program:

11. The health education instruction program

should cover such aspects as:

i) personal hygiene ..... SA A D SD (270) A - C

ii) mental hygiene ..... SA A D SD (271) A - C

iii) social hygiene ..... SA A D SD (272) A - C

iv) available professional health

services ..... SA A D SD (273) A - C

v) available public health services ... SA A D SD (274) A - C

12. The safety instructional program should

cover such aspects as:

i) prevention of home hazards ..... SA A D SD (275) A - C

ii) community safety ..... SA A D SD (276) A - C

iii) vocational safety ..... SA A D SD (277) A - C

iv) driver safety ..... SA A D SD (278) A - C

v) safety in times of national

emergency ..... SA A D SD (279) A - C

13. Health education should not be part of the

physical education program ..... SA A D SD (280) C



## Physical Educators (Form B)

## Leadership:

14. The health education program should be taught by a team of teachers, including:

- i) health educators ..... SA A D SD (282)
- ii) guidance teachers and counsellors .. SA A D SD (283)
- iii) home economists ..... SA A D SD (284)
- iv) biology teachers ..... SA A D SD (285)
- v) physical educators ..... SA A D SD (286)

## Evaluation:

15. Evaluation of pupil progress in health education should include:

- i) knowledge gain ..... SA A D SD (287) C
- ii) attitude improvement ..... SA A D SD (288)
- iii) health habit improvement ..... SA A D SD (289) C

16. Marks equivalent to those used in core curriculum subjects should be assigned to

students of health education instruction. SA A D SD (290) C

17. Credits equivalent to those used in core curriculum subjects should be assigned

to students of health education

instruction ..... SA A D SD (291) C



## Physical Educators (Form B)

## Standards:

18. Students should be required to meet the  
minimum standard of achieving a St. John's  
Ambulance First Aid Certificate during  
 one year of either junior or senior high  
 school health education instruction ..... SA A D SD (292) C

## Miscellaneous:

19. (In Service Training) All teachers of  
 health education should be required to  
 take in-service training for the purpose  
 of integrating the school health course . SA A D SD (293)

## AREA VIII

## HEALTH SERVICES

## Policy:

1. Comprehensive medical examinations should  
 be required of:
- i) every student, every year ..... SA A D SD (294) A - C
  - ii) once per year in junior high school. SA A D SD (295) C
  - iii) once only during the high school  
 years ..... SA A D SD (296) C
2. Students should not be permitted to take  
part in athletics without a satisfactory,  
 comprehensive medical examination ..... SA A D SD (297) A - C



## Physical Educators (Form B)

3. The athletic medical is to be:
  - i) annually administered ..... SA A D SD (298) C
  - ii) seasonally administered, prior to each  
sport ..... SA A D SD (299) C
4. The medical examination should classify  
each student for physical education programs  
into two groups, unrestricted physical  
education and restricted physical education  
(adapted program) ..... SA A D SD (300) A - C
5. A cumulative health record should be  
maintained by the school as a basis for  
guidance ..... SA A D SD (301) C
6. The health record should appear with the  
student's permanent records ..... SA A D SD (302) C
7. School nursing services should be provided:
  - i) for school visitations ..... SA A D SD (303)
  - ii) for home visitations ..... SA A D SD (304)
8. The school nurse should be employed:
  - i) full time ..... SA A D SD (305)
  - ii) part time ..... SA A D SD (306)
9. School dental inspections are to be conducted  
yearly, to appraise the dental health of  
the pupils ..... SA A D SD (307) A





## Physical Educators (Form B)

10. Qualified teachers or technicians should administer screening tests, for referral purposes:
- i) in vision ..... SA A D SD (308)
  - ii) in hearing ..... SA A D SD (309)
  - iii) in growth ..... SA A D SD (310)
  - iv) in posture ..... SA A D SD (311)
11. Screening tests should be administered:
- i) annually ..... SA A D SD (312)
  - ii) once every three years ..... SA A D SD (313)
12. Teachers and staff members should not attempt to diagnose or treat health disorders ..... SA A D SD (314) C
13. Only teachers and staff members in possession of a current first aid certificate should attempt to administer normal first aid .. SA A D SD (315) C
14. Anyone administering first aid should have a witness present to testify as to consent of the recipient, to receive first aid ..... SA A D SD (316) C
15. All teachers and staff applicants should be required to present a current medical examination report with their application SA A D SD (317) C



## Physical Educators (Form B)

16. Teachers and staff should have a follow-up

medical examination:

- i) every three years ..... SA A D SD (318) C
- ii) every five years ..... SA A D SD (319) C
- iii) every ten years ..... SA A D SD (320) C
- iv) dependent upon age ..... SA A D SD (321) C

17. For purposes of hygiene the following items

should be supplied to the students at a

nominal, yearly rental rate, for use in

physical education classes:

- i) socks ..... SA A D SD (322) A - C
- ii) shorts ..... SA A D SD (323) A - C
- iii) singlets, T shirts, or blouses ..... SA A D SD (324) A - C
- iv) athletic supports ..... SA A D SD (325) A - C
- v) towels ..... SA A D SD (326) A - C

18. The school shall supply a laundry service

for washing and drying the above items .. SA A D SD (327) A - C

## AREA IX

## INDOOR HEALTH SERVICE AREAS

1. A health service unit (sick room or rooms):

- i) should exist in the school ..... SA A D SD (328)
- ii) should be located on the ground  
floor ..... SA A D SD (329)



## Physical Educators (Form B)

iii) should be near the main school

entrance ..... SA A D SD (329)

iv) should be located near the health

class room ..... SA A D SD (331)

2. Features, contained in the health service

unit should include:

i) a waiting room ..... SA A D SD (332)

ii) an examining room ..... SA A D SD (333)

iii) separate boys' and girls' 'sick'

rooms ..... SA A D SD (334)

iv) an office area ..... SA A D SD (335)

v) separate boys' and girls' toilets

and wash rooms ..... SA A D SD (336)

vi) resting cots ..... SA A D SD (337)

vii) screening devices for testing vision

and hearing ..... SA A D SD (338)

viii) first aid supplies (in a locked

cabinet) ..... SA A D SD (339)

3. A first aid room should be:

i) located near the activity area and

near the change areas ..... SA A D SD (340)

ii) equipped with a padded table ..... SA A D SD (341)





## Physical Educators (Form B)

- iii) equipped with a complete, locked,  
first aid cabinet ..... SA A D SD (342)
- iv) equipped with lavatory facilities .. SA A D SD (343)

4. Change rooms:

- i) should be located near the activity  
areas ..... SA A D SD (344) C
- ii) should contain 12 square feet (3.5'  
x 3.5') of floor space per person at  
peak load ..... SA A D SD (345) C
- iii) should be adequately heated and  
ventilated ..... SA A D SD (346) C
- iv) and a sanitary condition to be  
maintained at all times ..... SA A D SD (347) C

5. Change rooms features should include:

- i) sufficient day (dressing) lockers to  
serve a peak load ..... SA A D SD (348) C
- ii) benches secured to the floor ..... SA A D SD (349) C
- iii) impervious floors ..... SA A D SD (350) C
- iv) drinking fountains ..... SA A D SD (351) C
- v) mirrors ..... SA A D SD (352)
- vi) and girls' change rooms shall have  
5 hair dryers per teaching station . SA A D SD (353) C



## Physical Educators (Form B)

6. A separate team dressing and shower room  
should be provided for interscholastic  
participants (visiting teams) ..... SA A D SD (354)
7. A separate dressing and shower room should  
be provided for officials of the  
interscholastic athletic events ..... SA A D SD (355)
8. Shower rooms:
  - i) are to be located adjacent to the  
towelling and change rooms ..... SA A D SD (356) C
  - ii) should provide 12 square feet of  
floor space for each shower head ... SA A D SD (357) C
  - iii) girls' showers are to be the  
combined shower-dressing both type . SA A D SD (358) C
9. Shower room features should include:
  - i) one shower head per three pupils at  
a peak load ..... SA A D SD (359) C
  - ii) shower heads at shoulder height .... SA A D SD (360) C
  - iii) thermostatically controlled hot  
water supply ..... SA A D SD (361) C
  - iv) piped liquid soap dispensers ..... SA A D SD (362) C
  - v) impervious, non-slip floors ..... SA A D SD (363) C
  - vi) sufficient floor drains ..... SA A D SD (364) C



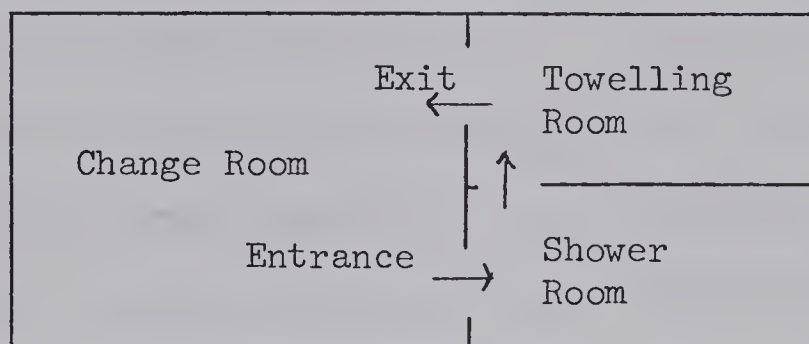
## Physical Educators (Form B)

10. The towelling room features should:

- i) be located
- adjacent to the shower room

AND the change room ..... SA A D SD (365)

i.e.:



- ii) allow for flow of
- traffic from change

room to shower rooms, to towellingroom and to change room ..... SA A D SD (366)

- iii)
- be ventilated
- ..... SA A D SD (367)

- iv) be
- comparable
- to the shower room in

size ..... SA A D SD (368)

- v)
- have impervious, non-slip floors
- ... SA A D SD (369)

- vi) have
- sufficient floor drains
- ..... SA A D SD (370)

11. Lavatories should be:

- i)
- adjacent
- to the change rooms ..... SA A D SD (371)

C

- ii)
- accessible
- from both the change rooms

and the outdoor activity areas ..... SA A D SD (372)

C

- iii) well lighted ..... SA A D SD (373)

- iv) well ventilated ..... SA A D SD (374)



## Physical Educators (Form B)

12. Lavatories shall contain the following features:

- i) one toilet per 90 boys ..... SA A D SD (375) C
- ii) one urinal per 30 boys ..... SA A D SD (376) C
- iii) one toilet per 45 girls ..... SA A D SD (377) C
- iv) paper towels and dispensers ..... SA A D SD (378) C
- v) sanitary napkin dispensers (girls). SA A D SD (379) C
- vi) liquid soap and dispensers ..... SA A D SD (380) C
- vii) mirrors ..... SA A D SD (381) C
- viii) waste receptacles ..... SA A D SD (382) C
- ix) one wash basin per 100 students ... SA A D SD (383) C

13. Equipment and uniform drying room:

- i) should be located adjacent to the  
laundry ..... SA A D SD (384)
- ii) should be equipped with a separate  
ventilating system ..... SA A D SD (385)
- iii) should have garment hangers ..... SA A D SD (386)

14. There should be a laundry room situated

adjacent to the shower, towelling and  
change rooms ..... SA A D SD (387) C

15. Features of the laundry room should include:

- i) proper ventilation, in accordance  
with commercial laundry standards . SA A D SD (388) C
- ii) impervious, non-slip floors ..... SA A D SD (389) C





## Physical Educators (Form B)

- iii) sufficient floor drains ..... SA A D SD (390) C
  - iv) automatic washers, 1 per station .. SA A D SD (391) C
  - v) automatic dryers, 1 per station ... SA A D SD (392) C
  - vi) heavy duty sewing machine ..... SA A D SD (393) C
  - vii) portable, soiled clothes bins, 3  
per station ..... SA A D SD (394) C
  - viii) portable, hanging rack ..... SA A D SD (395) C
  - ix) Lockable cabinet (soap, detergent,  
bleach, etc.) ..... SA A D SD (396) C
16. Additional toilet and lavatory facilities  
should be located within easy access of  
all outdoor facilities and areas ..... SA A D SD (397)
17. Check or cloak room features include:
- i) located near the gymnasium entrance. SA A D SD (398)
  - ii) adequate size ..... SA A D SD (399)
  - iii) a dutch door ..... SA A D SD (400)
  - iv) shelves ..... SA A D SD (401)
  - v) portable hanger racks ..... SA A D SD (402)

## AREA X INDOOR ACTIVITY AND ADMINISTRATIVE AREAS

## DEFINITIONS

Teaching Station: An indoor or outdoor area or space of suitable size, and adequately equipped for a standard class of 30 students; to be used by teachers for instructional purposes.



## Physical Educators (Form B)

1. There should be a gymnasium, or gymnasiums  
in all:
  - i) elementary schools ..... SA A D SD (403) C
  - ii) junior secondary schools ..... SA A D SD (404) C
  - iii) senior secondary schools ..... SA A D SD (405) C
2. There should be one gymnasium, or indoor  
teaching station for every 180 students  
enrolled ..... SA A D SD (406) C
3. The gymnasium should be:
  - i) located on a wing of the school .... SA A D SD (407)
  - ii) in close proximity to the outdoor  
activity areas ..... SA A D SD (408)
  - iii) provided with sufficient entrances  
for flow of student traffic at peak  
load ..... SA A D SD (409)
4. The gymnasium should be suitably constructed,  
equipped, lighted, and ventilated for  
conducting a complete program of:
  - i) team games ..... SA A D SD (410)
  - ii) individual sports ..... SA A D SD (411)
  - iii) dual sports ..... SA A D SD (412)
  - iv) gymnastics ..... SA A D SD (413)
  - v) rhythmic ..... SA A D SD (414)



## Physical Educators (Form B)

5. Construction features of the gymnasium include:

- i) hardwood floors ..... SA A D SD (415)
- ii) 24 foot ceilings ..... SA A D SD (416)
- iii) sound absorbing walls (and or  
ceilings) ..... SA A D SD (417)
- iv) minimum floor space of 76 x 104  
feet ..... SA A D SD (418)
- v) properly painted court areas ..... SA A D SD (419)
- vi) recessed drinking fountains ..... SA A D SD (420)
- vii) spectator seating ..... SA A D SD (421)
- viii) electrical outlets for a public  
address system ..... SA A D SD (422)
- ix) where the gymnasium is sufficiently  
large, a folding partition to increase  
the number of teaching stations ... SA A D SD (423)
- x) closed circuit T.V. outlets ..... SA A D SD (424)

6. Additional activity rooms should be provided

for additional teaching stations, club,  
coeducational, recreational and special  
activities (eg: weight training room,  
gymnastics, etc.) ..... SA A D SD (425)





## Physical Educators (Form B)

7. There should be an adapted physical education room, with:

- i) individual mats ..... SA A D SD (426) C
- ii) exercise apparatus, equipment and wall mirrors ..... SA A D SD (427) C
- iii) adequate in size for the adapted physical education program ..... SA A D SD (428) C
- iv) separate lavatory and toilet facilities for boys and girls ..... SA A D SD (429) C

8. Class rooms, suitably equipped to facilitate

lecture classes in health and physical

education should be located near the

activity areas ..... SA A D SD (430) C

9. These class rooms should be:

- i) adequately lighted ..... SA A D SD (431)
- ii) heated and ventilated ..... SA A D SD (432)
- iii) and provided with a projection room ..... SA A D SD (433)
- iv) and projection equipment:
  - a) 8 mm. and 16 mm. projectors . SA A D SD (434)
  - b) 8 mm. and 16 mm. loop projectors ..... SA A D SD (435)
  - c) carousel slide projector .... SA A D SD (436)



## Physical Educators (Form B)

- d) overhead projector ..... SA A D SD (437)
- v) locked storage cupboard for  
audio-visual equipment ..... SA A D SD (438)
- vi) camera equipment (for filming of  
posture and activity skills movement  
and the evaluation and analysis of  
posture and movement) ..... SA A D SD (439)
  - a) 8 mm. and 16 mm. movie  
cameras ..... SA A D SD (440)
  - b) 35 mm. slide camera ..... SA A D SD (441)
  - c) polaroid camera ..... SA A D SD (442)
- vii) permanently installed, electrically  
controlled daylight screen ..... SA A D SD (443)
- viii) closed circuit video outlets ..... SA A D SD (444)
- ix) movable seats ..... SA A D SD (445)
- x) no windows, or dark shades on  
windows ..... SA A D SD (446)
- xi) large display board ..... SA A D SD (447)
- xii) locked display case ..... SA A D SD (448)

## 10. Offices for men and women physical educators

are to be:

- i) so located as to facilitate supervision of:

- a) change rooms only ..... SA A D SD (449)

C



## Physical Educators (Form B)

b) gymnasium only ..... SA A D SD (450) C

c) both the change rooms and the  
gymnasium ..... SA A D SD (451) C

ii) provided with:

a) a separate dressing area ..... SA A D SD (452) C

b) lockers ..... SA A D SD (453) C

c) toilet and shower facilities .. SA A D SD (454) C

d) office equipment, supplies and  
furniture ..... SA A D SD (455) C

e) lockable cabinets ..... SA A D SD (456) C

f) shelves ..... SA A D SD (457) C

11. A general school conference room should be  
available for staff, and parent meetings,  
and student counselling ..... SA A D SD (458)

12. The conference room should be adjacent to,  
or near the teacher's offices ..... SA A D SD (459)

13. Supply storage rooms should be located  
adjacent to the boys' and girls' change  
rooms ..... SA A D SD (460)

14. The supply storage room should be furnished with:

i) shelves ..... SA A D SD (461) C

ii) cupboards (lockable) ..... SA A D SD (462) C

iii) portable storage racks ..... SA A D SD (463) C



## Physical Educators (Form B)

- iv) storage bins ..... SA A D SD (464) C
  - v) dutch doors (bolted and locks, both  
top and bottom) ..... SA A D SD (465) C
15. Apparatus storage rooms should:
- i) be located adjacent to the gymnasium  
and the outdoor activity areas ..... SA A D SD (466) C
  - ii) have wide, double doors opening  
directly onto the gymnasium ..... SA A D SD (467) C
  - iii) have wide, double doors opening  
directly onto the outdoor activity  
areas ..... SA A D SD (468) C
  - iv) and contain wall brackets for hanging  
of sport nets ..... SA A D SD (469) C
  - v) and contain a minimum of 300 square  
feet of floor space (15' x 20') .... SA A D SD (470) C
16. The floor of the apparatus room should be  
constructed of heavy duty material which  
allows for free movement of apparatus ... SA A D SD (471) C
17. The total indoor facilities are to be  
sufficient in size to handle all classes  
of both boys and girls when necessary ... SA A D SD (472) C





## Physical Educators (Form B)

18. There should be an agreement between the school board and the Community Recreation authorities for provision of recreation facilities to the schools (for use at off-peak hours) ..... SA A D SD (473) C
19. The recreation facilities to include: a well constructed, enclosed artificial ice skating rink, located near the school, and available for school physical education purposes ..... SA A D SD (474) C
20. Skating rink features should include:
- i) change rooms ..... SA A D SD (475)
  - ii) team rooms ..... SA A D SD (476)
  - iii) lavatory and toilet facilities (boys & girls) ..... SA A D SD (477)
  - iv) cafeteria, or some food service .... SA A D SD (478)
  - v) a regulation ice surface area ..... SA A D SD (479)
  - vi) a terazzo floor surface in the rink area ..... SA A D SD (480)
21. These skating rink rooms or areas are to:
- i) be heated ..... SA A D SD (481)
  - ii) have sturdy screening behind goal areas ..... SA A D SD (482)



## Physical Educators (Form B)

iii) be adequate in size to accommodate

peak load conditions ..... SA A D SD (483)

iv) contain spectator seating ..... SA A D SD (484)

v) have a public address system ..... SA A D SD (485)

22. The skating rink should be programmed for:

i) skating ..... SA A D SD (486) C

ii) figure skating ..... SA A D SD (487) C

iii) ice hockey ..... SA A D SD (488) C

iv) broomball ..... SA A D SD (489) C

v) roller skating (spring program) .... SA A D SD (490) C

23. These activities should be included in:

i) the instructional program ..... SA A D SD (491)

ii) the intramural program ..... SA A D SD (492)

iii) the athletic program (where

applicable) ..... SA A D SD (493)

24. A well constructed curling rink should be

near the school, and be available for

school physical education purposes ..... SA A D SD (494) C

25. The curling rink features should include:

i) regulation length ..... SA A D SD (495)

ii) heating waiting room ..... SA A D SD (496)

iii) lavatory and toilet facilities ..... SA A D SD (497)

iv) cafeteria, or some food service .... SA A D SD (498)



## Physical Educators (Form B)

26. The curling rink should be equipped with:
- i) regulation curling rocks ..... SA A D SD (499)
  - ii) supply of curling brooms (rental) .. SA A D SD (500)
  - iii) a public address system ..... SA A D SD (501)
27. The curling rink should be programmed for:
- i) instructional classes ..... SA A D SD (502) C
  - ii) intramural program ..... SA A D SD (503) C
  - iii) athletic program ..... SA A D SD (504) C
28. A well constructed, enclosed swimming pool .  
 should be located near the school, and be  
 available for the school physical education  
 program ..... SA A D SD (505) C
29. The swimming pool features should include:
- i) regulation length ..... SA A D SD (506)
  - ii) a separate diving area ..... SA A D SD (507)
  - iii) the main body of the pool should  
 have a uniform depth from 3 to 5  
 feet deep for teaching purposes ... SA A D SD (508)
  - iv) sound absorbing walls and ceiling . SA A D SD (509)
  - v) suitable gutters ..... SA A D SD (510)
  - vi) adequate recirculating and filtration  
equipment, maintained in operating  
 order at all times ..... SA A D SD (511)





## Physical Educators (Form B)

- vii) locker and change rooms ..... SA A D SD (512)
- viii) shower room (mens and womens) ..... SA A D SD (513)
30. The swimming pool should be equipped with:
- i) safety devices ..... SA A D SD (514)
- ii) paddle boards ..... SA A D SD (515)
- iii) 3 metre and 10 metre diving boards . SA A D SD (516)
- iv) a public address system ..... SA A D SD (517)
- v) hair dryers in girls' locker room or  
change rooms ..... SA A D SD (518)
31. The swimming pool should be programmed for:
- i) instructional classes ..... SA A D SD (519) C
- ii) intramural program ..... SA A D SD (520) C
- iii) athletic program ..... SA A D SD (521) C

## AREA XI

## OUTDOOR ACTIVITY AREAS

1. Total acreage of play space should be equal  
to a basic ten acres for up to 500 students  
with an additional acre for each additional  
100 students ..... SA A D SD (522) C
2. The play area should be fenced off from  
streets ..... SA A D SD (523) C
3. The practice and playfields should be of  
sufficient size and adequately equipped to:
- i) conduct instructional, intramural and



## Physical Educators (Form B)

- athletic programs ..... SA A D SD (524) C
- ii) without overlapping, or alternating of  
boys' and girls' schedules ..... SA A D SD (525) C
4. The playfields should be:
- i) covered with turf ..... SA A D SD (526)
- ii) level ..... SA A D SD (527)
- iii) without obstruction ..... SA A D SD (528)
- iv) slightly sloped for drainage ..... SA A D SD (529)
- v) tiled for drainage ..... SA A D SD (530)
5. The athletic fields should be properly oriented for glare and prevailing winds  
for all physical education activities ... SA A D SD (531)
6. The athletic fields should be properly equipped with:
- i) goal posts ..... SA A D SD (532)
- ii) back stops ..... SA A D SD (533)
- iii) be permanently lined ..... SA A D SD (534)
- iv) be provided with spectator seating . SA A D SD (535)
7. There should be a quarter mile track .... SA A D SD (536) C
8. The quarter mile track should include:
- i) a good quality surface ..... SA A D SD (537)
- ii) the surface should be resilient ... SA A D SD (538)
- iii) the track should be properly oriented



## Physical Educators (Form B)

- for glare and prevailing winds .... SA A D SD (539)
- iv) have good drainage (drainage tile). SA A D SD (540)
- v) have a hundred yard straightaway .. SA A D SD (541)
- vi) be wide enough for a minimum of six  
42 inch lanes ..... SA A D SD (542)
- vii) be properly curbed (concrete), with  
permanent distance markers ..... SA A D SD (543)
- viii) field pits properly contained, with  
runways properly curbed, and of  
resilient surface ..... SA A D SD (544)
- ix) long and triple jump pits, to be:
- a) dug at least 3 feet deep .... SA A D SD (545)
- b) have new fillings each year . SA A D SD (546)
- x) high jump and pole vault landing  
areas to be built up with:
- a) foam rubber landing pads .... SA A D SD (547)
- b) or inflated landing pads .... SA A D SD (548)
- xi) separate field pits for:
- a) high jump (one pit per teaching  
station) ..... SA A D SD (549)
- b) long jump (one per teaching  
station) ..... SA A D SD (550)
- c) triple jump ..... SA A D SD (551)



## Physical Educators (Form B)

- d) pole vault ..... SA A D SD (552)
- xii) practice cages for discus, shot put  
and hammer (chain link fencing) ... SA A D SD (553)
9. There should be a gentle slope of 100 feet  
in length, near the school, for ski  
instructional purposes ..... SA A D SD (554) C
10. A multi-purpose asphalt or concrete area  
should exist for:
- i) tennis courts ..... SA A D SD (555) C
- ii) volleyball courts ..... SA A D SD (556) C
- iii) basketball courts ..... SA A D SD (557) C
11. The multi-purpose area should be:
- i) properly marked for the above games. SA A D SD (558)
- ii) fenced (tennis) ..... SA A D SD (559)
- iii) large enough to serve both boys' and  
girls' programs at peak loads ..... SA A D SD (560)
12. In communities where there are three schools  
within a 3 mile radius; through a  
cooperative policy with the city, playfields  
at one of the schools should be lighted for  
night programs ..... SA A D SD (561) C
13. And the lighted areas should be used by  
both school and community groups ..... SA A D SD (562)





## Physical Educators (Form B)

14. Where two or more schools are located within  
a 3 mile radius there should be one athletic  
stadium for combined use of these schools  
 and the community ..... SA A D SD (563)
15. Where possible, arrangements should be made  
 with the local golf clubs for the use of  
 their facilities for instructional  
 classes ..... SA A D SD (564) C
16. And some arrangement made for in-service  
training of the teaching staff with the  
 local golf professional ..... SA A D SD (565) C
17. As with the golf, some arrangement should  
 be made with the agencies who have camping  
 facilities, for use in the schools'  
 camping program ..... SA A D SD (566) C
18. Similar arrangements should be made with  
the local gun club for instructional  
 classes, and training of teaching staff . SA A D SD (567) C

## AREA XII

## EQUIPMENT, SUPPLIES AND MATERIALS

1. The following equipment should be available:

i) metal, badminton-volleyball

standards, 4 per station ..... SA A D SD (568)

with wall brackets or plates



## Physical Educators (Form B)

- installed (for securing and  
tightening) ..... SA A D SD (569)
- ii) basketball backboards and hoops,  
4 per station ..... SA A D SD (570)
- iii) line marker, heavy duty, 2 per  
school ..... SA A D SD (571)
- iv) metered, ball inflaters, 1 per  
teaching station ..... SA A D SD (572)
- v) mats, foam rubber or polyvinyl  
chloride, 10 per station ..... SA A D SD (573)
- vi) swedish vaulting horse, (on casters)  
1 per teaching station ..... SA A D SD (574)
- vii) pommel horse, 1 per boys' station SA A D SD (575)
- viii) beat boards (reuther system), 2  
per teaching station ..... SA A D SD (576)
- ix) trampolette, 1 per teaching  
station ..... SA A D SD (577)
- x) climbing ropes, 12 per boys'  
teaching stations ..... SA A D SD (578)
- xi) wall bars (stall bars), 3 triple  
section sets per teaching station SA A D SD (579)
- xii) chinning bars, 3 per boys' teaching  
station ..... SA A D SD (580)



## Physical Educators (Form B)

- xiii) horizontal ladder, 1 per boys'
  - teaching station ..... SA A D SD (581)
- xiv) balance benches, 6 per station .. SA A D SD (582)
- xv) balance beams (practice - low),
  - 3 per girls' teaching station ... SA A D SD (583)
- xvi) balance beams, regulation (adjustable),
  - 1 per girls' teaching station ... SA A D SD (584)
- xvii) peg-boards, 3 per teaching
  - station ..... SA A D SD (585)
- xviii) horizontal (high) bar:
  - a) adjustable from low to high,
    - 2 per boys' teaching station SA A D SD (586)
  - b) regulation, 1 per boys'
    - station ..... SA A D SD (587)
- xvix) still rings:
  - a) adjustable from low to regulation
    - height, 2 per boys' teaching
      - station ..... SA A D SD (588)
  - b) regulation, 1 per boys'
    - station ..... SA A D SD (589)
- xx) parallel bars:
  - a) portable low, practice, 2
    - per boys' teaching station. SA A D SD (590)





## Physical Educators (Form B)

- b) adjustable, regulation, 1  
per boys' station ..... SA A D SD (591)
- c) uneven parallel bars  
(reuther system), 1 per girls'  
teaching station ..... SA A D SD (592)
- xxi) trampoline, optional, 1 per  
school ..... SA A D SD (593)
- xxii) safety spotting belts, 1 regulation,  
1 twisting, per teaching station. SA A D SD (594)
- xxiii) free exercise mat, 40 x 40 feet,  
polyvinyl, 1 per school district. SA A D SD (595)
- xxiv) regulation wrestling mat, 1 per  
school district ..... SA A D SD (596)
- xxv) track and field equipment:
  - a) high jump standards, metal,  
1 set per teaching station. SA A D SD (597)
  - b) pole vault standards, metal,  
1 set per boys' teaching  
station ..... SA A D SD (598)
  - c) regulation, all weather  
(rubber composition) long  
jump and triple jump,  
take-off boards, as required  
per jumping pit ..... SA A D SD (599)



## Physical Educators (Form B)

- d) plastic covered (heavy duty)  
     canvas landing pads (foam  
     rubber filled or inflated)  
     as required for high jump  
     and pole vaulting landing  
     areas ..... SA A D SD (600)
- e) starting guns, 1 per teaching  
     station ..... SA A D SD (601)
- f) discus, junior, 4 per teaching  
     station ..... SA A D SD (602)
- g) discus, senior, 4 per sta-  
     tion ..... SA A D SD (603)
- h) shot put, junior, 4 per  
     station ..... SA A D SD (604)
- i) shot put, senior, 4 per  
     station ..... SA A D SD (605)
- j) javelin, 4 per station .... SA A D SD (606)
- k) hammer, 4 per boys'  
     station ..... SA A D SD (607)
- l) measuring tapes, white face,  
     10 foot, 4 per station .... SA A D SD (608)
- m) measuring tapes, white face,  
     50 foot, 1 per station .... SA A D SD (609)



## Physical Educators (Form B)

- b) wrist roll machine (wall  
     bracket type) ..... SA A D SD (621)
- c) frictional wrist machine (wall  
     bracket type) ..... SA A D SD (622)
- d) pulley, chest weight  
     machine ..... SA A D SD (623)
- e) manometer (grip dynamometer),  
     6 per school ..... SA A D SD (624)
- f) spirometer (wet) ..... SA A D SD (625)
- g) dynamometer, back, leg and  
     chest ..... SA A D SD (626)
- h) Delorme's weight system ... SA A D SD (627)
- i) Delorme's weight bench (leg  
     extension) and stool ..... SA A D SD (628)
- j) abdominal boards, 2 per  
     school ..... SA A D SD (629)
- k) wall bars, 2 section type . SA A D SD (630)
- l) one set of regular weights,  
     including boots, dumbbells and  
     weight storage carrier  
     (steel) ..... SA A D SD (631)

2. The following supplies and materials should be  
available:



## Physical Educators (Form B)

- i) balls, minimum of 1 per 4 students  
per teaching station:
- a) basketballs ..... SA A D SD (632)
  - b) rugby balls ..... SA A D SD (633)
  - c) footballs ..... SA A D SD (634)
  - d) grass hockey balls ..... SA A D SD (635)
  - e) soccer balls ..... SA A D SD (636)
  - f) fastballs (softballs) ..... SA A D SD (637)
  - g) volleyballs ..... SA A D SD (638)
- ii) balls, tennis, 2 per student at  
peak teaching load ..... SA A D SD (639)
- iii) balls, rhythm, one per student at  
peak load, made up of a combina-  
tion of the following sizes: 4",  
6", 8", 10" and 12" diameter .... SA A D SD (640)
- iv) grass hockey guards, one set per  
girl, per teaching station ..... SA A D SD (641)
- v) grass hockey sticks, one per girl  
at peak load ..... SA A D SD (642)
- vi) grass hockey goalie guards, one set  
per eight girls, per teaching  
station ..... SA A D SD (643)
- vii) ice hockey goalie pads, 2 sets per





## Physical Educators (Form B)

- ice rink teaching station ..... SA A D SD (644)
- viii) ice hockey pucks, 1 per 4 students,  
per teaching station ..... SA A D SD (645)
- ix) softball bats, 1 per 6 students,  
per teaching station ..... SA A D SD (646)
- x) softball gloves, 4 per teaching  
station ..... SA A D SD (647)
- xi) softball masks, 2 per teaching  
station ..... SA A D SD (648)
- xii) medicine balls, a combination of 8  
lbs, 10 lbs, and 12 lbs, with 10  
per teaching station ..... SA A D SD (649)
- xiii) badminton racquets and presses, 24  
per school ..... SA A D SD (650)
- xiv) badminton shuttlecocks, 12 per  
court (plastic) ..... SA A D SD (651)
- xv) tennis racquets and presses, 24  
per school ..... SA A D SD (652)
- xvi) archery targets, 3 per teaching  
station ..... SA A D SD (653)
- xvii) archery arrows, 6 per student, per  
teaching station ..... SA A D SD (654)
- xviii) archery bows, 15 to 18 pounds, 1



## Physical Educators (Form B)

- per student per teaching station. SA A D SD (655)
- xix) quivers, 1 per student per  
teaching station ..... SA A D SD (656)
- xx) archery arm guards, 1 per student,  
per teaching station ..... SA A D SD (657)
- xxi) wands, 1 per girl at peak load .. SA A D SD (658)
- xxii) phonograph records as required .. SA A D SD (659)
- xxiii) color bibs, 1 per 2 students, per  
teaching station ..... SA A D SD (660)
- xxiv) bean bags, 40 per school ..... SA A D SD (661)
- xxv) basketball nets, 2 per hoop ..... SA A D SD (662)
- xxvi) track and field supplies:
- a) baton, 1 per 4 students, per  
station ..... SA A D SD (663)
  - b) crossbars (metal) 2 per set of  
standards ..... SA A D SD (664)
  - c) vaulting poles (metal) 2 per  
boys' teaching station .... SA A D SD (665)
  - d) rakes, 1 per pit ..... SA A D SD (666)
  - e) shovels, 1 per pit ..... SA A D SD (667)
  - f) starting gun blanks, 100 per  
gun per year ..... SA A D SD (668)
- xxvii) skipping ropes (variety of lengths



## Physical Educators (Form B)

and lengths indicated by colors),

1 per student at peak load ..... SA A D SD (669)

xxviii) towels, 1 1/2 per student enrolled

in physical education ..... SA A D SD (670)

xxix) socks, 1 1/2 pairs per student

enrolled in physical education .. SA A D SD (671)

xxx) shorts:

a) 1 pair per boy enrolled in

physical education ..... SA A D SD (672)

b) 1 pair per girl enrolled in

physical education ..... SA A D SD (673)

xxxi) singlets or T shirts, 1 per boy

enrolled in physical education .. SA A D SD (674)

xxxii) blouses, 1 per girl enrolled in

physical education ..... SA A D SD (675)

3. There should be sufficient athletic uniforms

for all interschool teams, and of a quality

and state of repair as to present no safety

or health hazard to participants ..... SA A D SD (676)

### AREA XIII PHYSICAL EDUCATION INSTRUCTIONAL STAFF

1. Teachers of physical education shall have:

i) a bachelor's degree in physical

education ..... SA A D SD (677)

C





## Physical Educators (Form B)

- ii) a bachelor's degree in education with  
a physical education major ..... SA A D SD (678) C
- iii) a bachelor's degree in recreation .. SA A D SD (679) C
- iv) a master's degree in physical  
education ..... SA A D SD (680) C
2. Teachers of health education shall have:
- i) a bachelor's degree with a minor in  
health education ..... SA A D SD (681) C
- ii) a bachelor's degree in health  
education ..... SA A D SD (682) C
- iii) a bachelor's degree, with a suitable  
teaching major, eg: biology, guidance  
(psychology), home economics, physical  
education ..... SA A D SD (683) C
- iv) be a qualified R.N. ..... SA A D SD (684) C
3. Athletic coaches shall be qualified, full-time  
members of the teaching staff ..... SA A D SD (685) C
4. Athletic coaches may be respected citizens  
of the community, whose philosophy and  
methods are equivalent to educational  
philosophy and methods; and such persons  
are acceptable both to the school  
administrator and the physical education  
staff ..... SA A D SD (686) C



## Physical Educators (Form B)

5. The school nurse shall be a qualified

R. N. ..... SA A D SD (687)

6. Teachers assigned to the adaptive physical education program shall have had specialized instruction and training in adaptive and

corrective physical education ..... SA A D SD (688)

7. Girls' teams may be:

i) coached by:

a) qualified women teaching staff, .

or equivalent ..... SA A D SD (689)

b) qualified physical educators,

male or female, or equivalent. SA A D SD (690)

ii) officiated by:

a) qualified women staff members, or

equivalent ..... SA A D SD (691)

b) qualified physical educators,

male or female, or equivalent. SA A D SD (692)

iii) administered by:

a) qualified women staff, or

equivalent ..... SA A D SD (693)

b) qualified physical educators,

male or female, or equivalent. SA A D SD (694)



## Physical Educators (Form B)

8. At no given time shall girls' teams be administered, managed and coached by men only ..... SA A D SD (695)
9. Teachers of health and/or physical education shall be active members of professional organizations, including:
- i) Canadian Association for Health,  
Physical Education and Recreation .. SA A D SD (696) C
  - ii) provincial specialists teachers' association ..... SA A D SD (697) C
  - iii) local branch of the national or provincial association ..... SA A D SD (698) C
  - Other (please indicate): .....  
.....  
.....
10. The following chart indicates some of the possible committees that may exist in a school system. Please place a check ( ) mark under the appropriate committee, or committees for each of the listed persons or positions. (A person may be on more than one committee).
- Example: a student or students could be on such committees as: Intramural, Athletic, Coeducational Program, Camping, Extra curricular, etc.



## COMMITTEES

Physical Education  
Instructional Program  
Intramural Program  
Committee  
Athletic Program  
Committee  
Coeducational  
Program Committee  
Camping & Orien-  
teering Committee  
Health Instructional  
Program Committee

Remarks

Principal							
Vice Principal							
Student Counsellors							
a) Male							
b) Female							
Physical Educators							
a) Male							
b) Female							
Parents							
Students							
Other Teachers							
Other Persons (specify) eg: School Nurse							
Physician							
School Psychologist							





## Physical Educators (Form B)

## AREA XIV

## POLICIES AND PROCEDURES

1. Physical education teachers should not  
instruct more than 250 students, or more  
than 5 periods (50 minute) per day;  
inclusive of extra class duties such as  
intramurals and athletics ..... SA A D SD (699) C
2. Physical education teachers should not  
be expected to coach or sponsor more  
than:
  - i) one team in a season ..... SA A D SD (700) C
  - ii) and no more than 3 teams or athletic  
activity in a school year ..... SA A D SD (701) C
3. There should be a written policy with  
respects to all teachers participating  
in coaching and sponsoring teams, or  
other extra curricular activities ..... SA A D SD (702) C
4. Physical educators should dress appropriately  
for the classroom, or activity being  
taught ..... SA A D SD (703)
5. Physical education activity teaching blocks  
should not be broken with class room  
teaching duties (requiring changes of  
attire) ..... SA A D SD (704) C



## Physical Educators (Form B)

6. The custodial staffs shall maintain, and keep sanitary, school grounds, indoor athletic areas, and outdoor athletic areas ..... SA A D SD (705)
7. The maintenance department shall repair, maintain and keep safe all indoor and outdoor athletic areas, and athletic equipment ..... SA A D SD (706)
8. In order to prevent safety hazards, facilities and equipment should be inspected:
  - i) prior to being used, on a daily basis ..... SA A D SD (707)
  - ii) every week ..... SA A D SD (708)
  - iii) once a month ..... SA A D SD (709)
9. Safety inspection shall be the duty of:
  - i) the physical educators ..... SA A D SD (710)
  - ii) the custodial staff ..... SA A D SD (711)
  - iii) the staff and/or students making use of the facility or equipment ..... SA A D SD (712)
10. Policies should be established for referring students to physicians and parents in case of defects which show up in screening procedures (vision, hearing) ..... SA A D SD (713)



## Physical Educators (Form B)

11. Established policies and procedures should  
be followed for accidents ..... SA A D SD (714) C
12. There should be an accident report form  
used and filed, with a copy in the main  
office ..... SA A D SD (715) C
13. All teachers in the school should be trained  
in basic first aid ..... SA A D SD (716)
14. The school board should provide regular  
in-service education programs for:
  - i) physical education teachers ..... SA A D SD (717) C
  - ii) health education teachers ..... SA A D SD (718) C
  - iii) school nurses ..... SA A D SD (719) C
  - iv) maintenance staff ..... SA A D SD (720) C
  - v) custodial staff ..... SA A D SD (721) C
15. Policies should be established providing for  
recreational use of the school facilities  
and equipment by:
  - i) faculty and staff ..... SA A D SD (722) C
  - ii) local community groups ..... SA A D SD (723) C
16. Time, facilities and equipment should be  
proportionately shared, between boys and  
girls on the basis of numbers of  
participants ..... SA A D SD (724)





## Physical Educators (Form B)

17. Priority should be given in rank order of  
 instructional, adaptive, intramural and  
 athletic programs ..... SA A D SD (725)

(If you disagree, indicate other rank order)

.....

.....

## AREA XV

## CENTRAL OFFICE ADMINISTRATION

## DEFINITIONS

Central Office: The office of the Superintendent of Schools. It  
 exercises control over the schools of the district.

1. Have you ever worked in a school system which had a  
 centralized supervisory structure for physical education?

YES ... NO ... AND if yes, where?

(School and Address)

C

2. Did you have a reason for working in such a system?

(indicate)

3. The centralization of physical education  
 programs, via a central office advisor or  
 consultant may tend to increase:



## Physical Educators (Form B)

i) involvement of physical educators in  
the development of more comprehensive  
physical education programs ..... SA A D SD (726) C

ii) which, in turn may tend towards improved  
instruction ..... SA A D SD (727) C

4. A central office physical education person  
should likely be classified as:

i) a co-ordinator (advisory capacity with  
duties to relate individual school  
physical education programs to the total

district physical education program) SA A D SD (728) C

ii) a consultant (advisory capacity) ... SA A D SD (729) C

iii) a supervisor (an advisory and  
reporting role) ..... SA A D SD (730) C

5. A central office physical education person's  
role should include:

i) planning of:

a) conferences, workshops, and  
clinics ..... SA A D SD (731) C

b) orientation programs for new  
physical education teachers to  
the district ..... SA A D SD (732) C



## Physical Educators (Form B)

ii) organizing of:

- a) a co-ordinating council of physical  
educators and administrators for  
planning physical education courses  
and programs ..... SA A D SD (733) C
- b) committees for solving equipment  
and maintenance problems ..... SA A D SD (734) C
- c) a committee for scheduling  
interschool and extra-curricular  
activities ..... SA A D SD (735) C
- d) a committee for development of  
physical education research  
programs ..... SA A D SD (736) C

- 6. The central office physical education  
person's duties should give priority to, in  
rank order, the instructional program, the  
adaptive program, the intramural program and  
the athletic program ..... SA A D SD (737) C
- 7. The central office physical education person  
should circulate information of new and  
desirable techniques and methods in physical  
education to:



## Physical Educators (Form B)

- i) all physical education teachers in the  
district ..... SA A D SD (738) C
- ii) superintendents, supervisors, and  
principals ..... SA A D SD (739) C
- iii) all school trustees of the district. SA A D SD (740) C
8. Centralization of the physical education  
program may tend to put plans into  
operation more quickly ..... SA A D SD (741) C
9. The greatest advantage of centralization of  
physical education programming will be that  
the focus will be on the physical education  
problems of the entire school system rather  
than those problems that seem important to  
a particular school, individual, or group  
of individuals ..... SA A D SD (742) C
10. Centralization of the physical education  
program should provide greater opportunity  
for physical educators to participate in  
decision making (eg: coordinating council,  
committees, conferences, in-service  
training) ..... SA A D SD (743) C





## Physical Educators (Form B)

11. Decentralization of physical education programming tends to leave the final leadership to the school's principal ..... SA A D SD (744) C
12. A disadvantage of centralization of the physical education program may be:
- i) lack of identification by physical educators with the problems to be considered ..... SA A D SD (745) C
- ii) lack of faith in colleagues in the co-operative process ..... SA A D SD (746) C
13. An advantage of decentralization is that physical education programs can be adjusted to the particular needs of the residential area (attendance area) which the school serves ..... SA A D SD (747) C
14. A disadvantage of decentralization is that the physical education program is as different as the staffs who change from time to time ..... SA A D SD (748) C
15. Centralization of the physical education program may tend to destroy opportunity for:
- i) school autonomy ..... SA A D SD (749) C
- ii) the physical educator's initiative . SA A D SD (750) C



## Physical Educators (Form B)

- iii) student creativity ..... SA A D SD (751) C
16. Decentralization of the physical education  
program may tend to destroy the educational  
goals of:
- i) evaluation (norms and standards) .... SA A D SD (752) C
- ii) equal opportunity for all students .. SA A D SD (753) C
17. In a centralized physical education program  
it would be desirable to have some student  
opinions ..... SA A D SD (754) C
18. In a decentralized physical education program  
it would be desirable to have some student  
opinions ..... SA A D SD (755) C
19. The inauguration of a coordinating council  
by central office would imply that the  
chief administrator believes in action .. SA A D SD (756) C
20. And that this action should grow out of  
intelligent thinking by the teacher group  
affected ..... SA A D SD (757) C
21. Centralization of the physical education  
program may allow for better utilization of  
personnel ..... SA A D SD (758) C



## Physical Educators (Form B)

## AREA XVI

## MISCELLANEOUS

## DEFINITIONS

Triennial: Occuring every third year.

1. What percentage of your present physical education  
program do you estimate has direct carry over values  
for meeting the every increasing needs for leisure  
time activity? \_\_\_\_\_ % C

2. The biennial and triennial movement, or change in physical  
educators from school district to school district has  
been given as a criticism for lack of continuity in  
physical education programs. In your opinion how many  
years does it take to develop a comprehensive, smooth  
running, physical education program?

(Give your reasons)

C

3. List briefly any items that you feel give rise to:  
a) satisfaction in your role as a physical educator:

Excluded  
from  
Form C





## Physical Educators (Form B)

b) dissatisfaction in your role as a physical educator:

---



---

Have you attempted to correct these aggrevations? YES ...

NO ...

If yes, how? 

---

If no, why not? 

---

---

4. In your opinion should school sports be subjected to research, such as is done with fitness and skill testing?

YES ... NO ...

Why? 

---

---

\*5. Do you feel that your administrator (principal) really understands what physical education is all about?

YES ... NO ...

List reasons: 

---

---

\* ... that ... physical educators really understand educational objectives? YES ... NO ...

Excluded  
from  
Form C

C

C



## Physical Educators (Form B)

\*If no, have you made any attempt to help the administrator become more appreciative of the role of physical education in the school system? YES ... NO ... If yes, how? \_\_\_\_\_

C

If no, why? \_\_\_\_\_

C

6. Have you examined your objectives for physical education during this school term? YES ... NO ...

C

7. Are your physical education objectives related to the students in your present physical education program?  
YES ... NO ...

8. List your objectives for physical education:

---



---



---



---

9. What are your thoughts about teacher supervision of:  
Intramural programs:

---



---



---

C

\* ... change "administrator" to "physical educator" ... and  
"physical education" to "education" ...

C



## Physical Educators (Form B)

## Extra curricular activities:

a) Clubs: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

b) Special events: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## GENERAL INFORMATION

1. Status: (Check one),

Trustee ... Superintendent ... Supervisor ...

Principal ... Counsellor ... Teacher ...

2. Number of years in your present status: (Check one),

1 - 3 yrs. ... 4 - 7 yrs. ... 8 - 12 yrs. ...

over 12 yrs. ...

3. Number of years of teaching experience: (Check one),

1 - 3 yrs. ... 4 - 7 yrs. ... 8 - 12 yrs. ...

over 12 yrs. ...

4. Highest teaching certificate held \_\_\_\_\_

C

5. Circle the grade in which you do most of your teaching,

if equal circle more than one:

4, 5, 6, 7, 8, 9, 10, 11, 12.

6. Sex: Male ... Female ...

7. Number of complete years of University education: \_\_\_\_\_



## Physical Educators (Form B)

8. List school, or school affiliated, and community clubs or organizations of which you are, or have been a member; indicate any offices held in the past, or at present:

OrganizationPosition or Office Held

C

---

---

---

---





APPENDIX B

ACTIVITY LIST SUBMITTED TO STUDENTS



Students & Parents (Form A)

4. STUDENTS ONLY

- i) how many years of schooling have you completed? .....yrs.
- ii) check the physical education activities in which you have participated during the past two school years, September 1967 - December 1968. Please indicate under the correct column, whether the activity was during physical education classes, intramural activity or athletic school team.

Check more than one if applicable.

ACTIVITY	Physical Education Classes	<u>School</u> Intramural Activities	Athletic <u>School</u> Team
Adapted Physical Education (restricted program)			
Archery			
Badminton			
Baseball			
Basketball			
Bicycling			
Billiards			
Bowling			
Boxing			
Camping			
Curling			
Fastball (softball)			
Field Hockey (grass hockey)			
First Aid			
Fitness Testing			
Folk Dance			
Football			
Golf			
Gymnastics			
Handball			
Health			
Ice Hockey			
Modern Dance			



## Students &amp; Parents (Form A)

Orienteering			
Rugby			
Skating			
Soccer			
Social Dance (ballroom dance)			
Square Dance			
Squash			
Swimming			
Target Shooting			
Tennis			
Track and Field			
Weight Lifting & Training			
Volleyball			
Wrestling			
Other (List) ....			





APPENDIX C

CORRESPONDENCE RELATED TO THE QUESTIONNAIRE





February 7, 1969

Mr. N. Allen,  
District Supervisor of Schools,  
School District 24,  
Kamloops, B.C.

Dear Mr. Allen:

As per our telephone conversation this morning with regards to my thesis study and the survey on Kamloops school districts physical education programs, I should like, with your permission to administer the questionnaire personally.

My reasons for this request are: (a) to speed up my thesis completion (May rather than August) (b) to realize a 100% return, considered necessary with a small sample and (c) due to the physical educators survey form being lengthy, I should prefer to be present to answer possible questions thus maintaining as close as possible a common interpretation to the survey responses.

I realize that this may cause some problems but do not feel that they are unsurmountable.

I can be present from two to four days, thus could meet with various groups of respondents at different times (most suitable to them).

Some background information may be of help in clarifying what I wish to attempt.

The survey or questionnaire is to measure the expectations for physical education programs of the following people: trustees, school administrators (Central Office and Principals or Vice Principals of secondary schools) physical educators, one counsellor from each secondary school, and a selection of students and parents.

In order to make the study meaningful for both of us, that is, your school board and school office and for my thesis data, it will be necessary to have as many as possible of the above listed persons (preferably all) take part in the survey.

2...



The responses on the questionnaire are schematic in nature, thus are quickly answered e.g. responses to statements will indicate strong agreement, agreement, disagreement, or strong disagreement. It is estimated, depending on which survey form is answered, the respondent shall be able to complete the questionnaire from a minimum of 20 minutes to a maximum of 1½ hours (see following paragraph).

The survey is constructed so that: (a) Students and parents will answer a very short survey form (probably 145 questions) which should take approximately 20 minutes to answer. (b) Trustees, administrators and teachers, other than physical educators, will be requested to respond to a short survey form of approximately 350 questions (which should take approximately 45 minutes). (c) Physical educators are requested to respond to a long survey form which will take approximately 1½ hours including a break of from fifteen to twenty minutes between a program section and a facility section.

Herewith is a proposed plan for conducting the survey. For example, Tuesday, February 25th at Chase Secondary School, a time or times could be arranged by the principal, including grades 8 through 12 for students - a boy and a girl from each grade and from each of the educational programs being offered in the school. This could be one session only where all the students will answer the questionnaire or could be any time during the day when students are free from classes.

At any time during the day the principal and/or vice principal, a counsellor or both boys and girls counsellors and all physical education teachers could answer the questionnaire at their convenience. Or the principal may desire to arrange a specific time for all people to participate.

Parents could come at their own convenience.

Mr. H. Grube, the trustee could come at his own convenience.

If necessary, I would be quite willing to remain for the evening to conduct an evening session and would at this time be happy to provide refreshments for those taking part in the survey.

Wednesday, February 26th - Kamloops I could be free to move from school to school in no specific order but at prescribed times designated by the principals, to administer the questionnaire to students and, if free, any staff members other than physical educators, or to the students only, of the following schools: John Peterson Jr. Secondary, Kamloops Sr. Secondary, North Kamloops Jr. Secondary, North Kamloops Sr. Secondary, and Brocklehurst Jr. Secondary.

Wednesday evening - all the physical education staff of above schools to meet at a central place at 7:30 p.m. I would be willing to provide refreshments during the 15 to 20 minute break between the program and facility section of the questionnaire.





However, if physical education members could not attend the evening session, they could likely attend at some time convenient to them either on the Wednesday or the following day. Thursday, February 27, Kamloops - I would be available all day at either a centrally located place, or located in the morning at a school on the south side and in the afternoon at a school on the north side for parents to come and answer the questionnaire at their own convenience. The trustees may fit into this arrangement as well, or some specified time that might be arranged at your discretion.

I would very much like to have both yourself and Mr. Ray Zacharias participate in the survey (short form - approximately 3/4 to 1 hour), and would make myself available at your convenience or I could leave a copy of the questionnaire for each of you and pick it up possibly the following day.

I believe the chief problem of coordinating in this plan will be with the parents. I would provide a letter requesting parent participation, to be sent to parents by the principals of each school, or to be sent out by the central office, which ever you feel is more appropriate. I suggest that I send approximately 50 to 100 letters per school to be divided equally among the grade levels and to be taken home by the students.

The only criteria for selection of parents would be a sampling from each grade level.

The letter to the parents would explain the purpose of the survey, the convenience being arranged for them to participate, and the place and to whom they would report. (a sample is attached for your consideration).

It is quite likely that you can make some improvements on the above plan for which I would be most appreciative.

It is understood, on my part, that the plan and survey would emanate from your desk as suggested by you during our discussions last year.

I await your approval of the plan or your suggested modifications to the plan, and your approval of the letter to the parents.

Possible starting dates for conducting this survey could be Tuesday, February 25th or an alternate of Monday, March 3rd. The early date is more convenient for me if this is not too short a time to notify the necessary persons involved.

Upon your approval, I shall supply you with sufficient copies of a letter to be sent to respondents requesting their participation (copy attached) and a supply of the letter to be sent to parents.





The letters to respondents will be in an addressed and stamped envelope, but open for your use in the event that you may desire to enclose a memo indicating your approval and permission for the plan and survey to be carried out.

I would appreciate a class room being made available for one evening at one of the schools for use by the physical education teachers to answer the questionnaire. Also a quiet place for use by parents and trustees to answer the questionnaire.

I realize that this is asking a great deal and is not the normal process for conducting a survey but would greatly appreciate your assistance in this matter.

Yours sincerely,

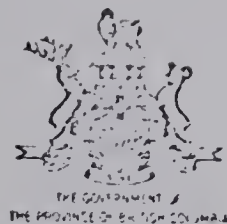
CLD:dde

C. Lorne Davidson

cc: R. Routledge

Encls.





223

OFFICE OF THE DISTRICT SUPERINTENDENT OF SCHOOLS

TELEPHONE 372-7191

1383 NINTH AVENUE  
KAMLOOPS.

February 17, 1969.

Mr. C. L. Davidson,  
Faculty of Physical Education,  
The University of Alberta,  
Edmonton, Alberta.

Dear Mr. Davidson:

Re: Your letter of February 7

It will be quite in order for you to administer the question-  
naire personally.





February 24, 1969

To Respondents:

During the first week of March you will be requested to participate, at your convenience, in an educational survey. The purposes of the survey are to gather information in respects to attitudes about, and expectations for physical education programs; and to evaluate and to analyze the existing physical education programs in the schools; also to determine any need for change in the existing programs either immediately or in the future.

Your participation would greatly assist this project.

The questionnaire is composed of statements about physical education, with which participants are requested to either agree or disagree.

Participants are NOT required to sign their names to the questionnaire. Participants may answer the questionnaire at any time convenient to them.

The time involved will be approximately 45 minutes to one hour.

You will receive further information with regards to this survey in the near future.







February 26, 1969

Dear Sir:

Mr. Nelson Allen, Supervisor of Schools, has given the undersigned permission to personally conduct an educational survey in School District 24 during the week of March 3-7.

If you are agreeable, I should like to follow the suggested outline below.

- (1) Monday, March 3, I will be available for inquiries about the following schedule. eg. Changes desired or other information about the survey. I would be located at North Kamloops Junior Secondary School, phone 376-7257.
- (2) Tuesday, March 4, I expect to be administering the survey questionnaire at Chase Secondary School. (Mr. Campbell please see attached memo in reference to your schedule for your school.)
- (3) Wednesday, March 5, I expect to administer the questionnaire (Form A-Students) at the following schools:

John Peterson Junior Secondary School - 9:00 A.M.  
Kamloops Senior Secondary School - 10:00 A.M.  
North Kamloops Junior Secondary School - 11:00 A.M.  
North Kamloops Senior Secondary School - 1:15 P.M.  
Brocklehurst Junior Secondary School - 2:15 P.M.

ALL TIMES APPROXIMATE.

N.B. I should like to have one boy and one girl from each educational program for each grade. (I estimate up to approximately 40 students for each junior secondary school and up to 30 students for each senior secondary school.)

- (4) Thursday and Friday, March 6 and 7, I expect to administer (Form A-Parents and Form C-Administrators, Councillors and Trustees) at the following times and places. (Please note enclosed letters to respondents as to "your convenience".)

Thursday, March 6.

A.M. - John Peterson Junior Secondary School  
P.M. - Kamloops Senior Secondary School

continued....



Friday, March 7.

A.M. - North Kamloops Junior and Senior Secondary School  
P.M. - Brochlehurst Junior Secondary School

For your information enclosed our letter for distribution to parents and staff as indicated. There are approximately 25-30 letters per grade for parents, which I would greatly appreciate being sent home via the students on Monday, March 3.

Please note that the physical education members of your staff are being requested to answer the questionnaire on Wednesday evening at 7:00 P.M., room 104, John Peterson Junior Secondary School. Any physical education staff who can not attend on Wednesday, March 5, are requested to make other arrangements with the undersigned at 376-7257.

There will be refreshments available for all respondents.

It is my sincere hope that this study will help bring about wider appreciation and recognition of physical education.

I greatly appreciate your assistance and cooperation.





February 26, 1969

Dear Mr. Campbell.

The schedule for your school follows.

I would like to have one boy and one girl from each educational program for each grade. (I estimate up to 70 students.)

If possible, the grades 8-10 students to sit in one session and the 11 and 12 students in another session, at the times designated by you.

The staff respondents are to answer the questionnaire at their convenience.

Please note the letters for distribution to parents. These should be sent out on Monday, March 3.

I greatly appreciate your assistance and cooperation.







February 24, 1969

Dear Physical Educator:

During the first week of March you will be requested to participate in a survey. The purposes of the survey are:

- a) to gather information in respects to attitudes about, and expectations for physical education programs.
- b) to evaluate and analyze the existing physical education programs in the schools.
- c) to determine any need for change in the existing programs either immediately or in the future.

If physical education professionals are to present a convincing argument regarding the problems faced in physical education, we must provide documented evidence. You can make a considerable contribution by helping provide the type of information necessary. The results of this study will be significant to the profession if all Kamloops Secondary Schools are represented in the final analysis of the data.

The questionnaire is composed of statements about physical education, with which participants are requested to either agree or disagree.

Participants are not required to sign their names to the questionnaire.

The time involved will be approximately one to one and a half hours. The questionnaire has a program section and a facilities section. Between each section there will be a short intermission and refreshments.

The time and place are as follows:

7:30 P.M. \_\_\_\_\_

at \_\_\_\_\_

PLEASE KEEP THIS DATE AND TIME OPEN

It is my sincere hope that this study will help to bring about a wider recognition of physical education, and hopefully provide some basis for future action.







February 24, 1969

Dear Parents:

District Superintendent of Schools, Mr. N. Allen, has given me permission to conduct a survey of parents, trustees, principals, physical educators, some other teachers and students. The purposes of the survey are to gather information in respects to attitudes about, and expectations for physical education programs; and to evaluate and to analyze the existing physical education programs in the schools; also to determine any need for change in the existing programs either immediately or in the future.

Your participation would greatly assist this project.

The questionnaire is composed of statements about physical education, with which participants are requested to either agree or disagree.

Participants are NOT required to sign their names to the questionnaire. Participants may answer the questionnaire at any time convenient to them.

The time involved will be approximately 20 to 30 minutes.

To participate you need only to come, at your convenience, to John Peterson Jr. Secondary School on Thursday Morning, March 6th and ask for Mr. C.L. Davidson.

May I ask you to seriously consider taking part in this educational survey in order that sufficient information can be collected to make the study of some significance.



## APPENDIX D

### INTERVIEW QUESTIONS

List of Questions asked of Administrators,  
Counsellors, Physical Educators, and Parents.



## INTERVIEW QUESTIONS

The following questions were asked of administrators, counsellors, physical educators and parents. Trustees were not available for interviews, and time did not permit individual interviews with students. Respondents' answers were recorded on tape.

1. Do you have any questions about the questionnaire?
2. What recommendations would you care to make in respect to:
  - a) new or additional activities,
  - b) deletion of any specific activities, and
  - c) a follow-up study?
3. Would you care to comment on the physical education program your child is being exposed to?
4. Did you participate in physical education during your own education?

Parents were asked:

Was there any special reason for your having volunteered to participate in this study?

Administrators and physical educators were requested to explain their views in respect to the advantages and disadvantages of centralization and decentralization of educational programs in general and physical education programs in particular.

In the event that no problems were mentioned during answers to the above questions, the following questions were asked:

1. Do you consider that problems exist in the present physical





education programs, and/or

2. Do you consider there is a need for such a study of the physical education programs?

Additional questions asked if time permitted, or there was an apparent interest were:

1. Do you think there is a need for daily physical exercise?
2. Should there be opportunity for:
  - a) swimming, and/or
  - b) camping,in the physical education programs?
3. Do you consider there is a need for an adapted physical education program?
4. Do you think that athletics are over-emphasized?
5. What is your reaction to a summer school session? and Do you consider that summer school may be a partial remedy for the lack of opportunity for student summer employment?



APPENDIX E

LIST OF THE 155 RESPONSES DISCUSSED



PHYSICAL EDUCATORS (FORM B)

AREA I                      PHYSICAL EDUCATION INSTRUCTIONAL PROGRAM

Aims:

The aim of physical and health education is to:

- i) assist in the normal growth and development of  
the individual ..... SA A D SD (1)
- ii) through health instruction ..... SA A D SD (2)

Values:

The specific values of physical and health education  
are:

- vi) development of such behavior habits and qualities  
as:
  - a) sportsmanship ..... SA A D SD (11)
  - c) self control ..... SA A D SD (13)
  - e) cooperation and team work ..... SA A D SD (15)
  - h) aggressiveness ..... SA A D SD (18)
  - i) courage ..... SA A D SD (19)
- vii) development of a desire for participation in  
leisure-time physical activity ..... SA A D SD (21)

Policy:

Unit, or seasonal schedules of the physical education  
program should be posted on the school's bulletin  
boards ..... SA A D SD (27)



Students should be required to take instruction in  
physical education:

- i) daily ..... SA A D SD (41)
- ii) three times a week ..... SA A D SD (42)
- iii) twice a week ..... SA A D SD (43)
- iv) once a week ..... SA A D SD (44)

Physical education should be required in:

- i) every grade ..... SA A D SD (45)
- ii) elementary, intermediate grades, only ..... SA A D SD (46)
- iii) junior high school only ..... SA A D SD (47)
- iv) elementary (intermediate) and junior high  
school only ..... SA A D SD (48)
- v) senior high school only ..... SA A D SD (49)
- vi) junior and senior high school only ..... SA A D SD (50)

Program:

The physical education program should be balanced and  
provide a variety of activities, with proportionate  
emphasis on the following activities at either the  
elementary or secondary levels, or both:

	Elementary <u>Intermediate Grades</u>	Secondary <u>Grades</u>
ii) rhythmic (dance) .....	SA A D SD (61) .....	SA A D SD (62)
iii) individual games .....	SA A D SD (63) .....	SA A D SD (64)
iv) dual games .....	SA A D SD (65) .....	SA A D SD (66)





v) recreational games and

activities ..... SA A D SD (67) ..... SA A D SD (68)

vii) gymnastics ..... SA A D SD (71) ..... SA A D SD (72)

ix) fitness development ..... SA A D SD (75) ..... SA A D SD (76)

Evaluation:

Evaluation of students progress should include

consideration of:

ii) activity skill improvement ..... SA A D SD (78)

iii) social development (attitude) improvement ..... SA A D SD (79)

Evaluation should be considered in terms of:

i) pupil capacity ..... SA A D SD (85)

Marks equivalent to those used for other subjects

should be assigned to students in physical

education ..... SA A D SD (89)

Credits equivalent to those used for other subjects

should be assigned to students in physical

education ..... SA A D SD (90)

Standards:

Students should be required to attain the following

minimum standards during one year of:

JUNIOR HIGH SCHOOL:

i) achieve national fitness standard for age

level ..... SA A D SD (91)



- ii) achieve Junior Red Cross swimming certificate,  
or equivalent ..... SA A D SD (92)

#### SENIOR HIGH SCHOOL:

- iii) achieve national fitness standard for age  
level ..... SA A D SD (93)
- iv) achieve Senior Red Cross swimming certificate .. SA A D SD (94)

#### AREA II

#### INTRAMURAL PROGRAM

##### Aims:

The aim of the intramural program is to provide  
organized activity opportunities for as many as would  
care to participate ..... SA A D SD (98)

##### Values:

The value of an intramural program is the opportunity  
for competitive experience by students who otherwise  
would not satisfy competitive desires ..... SA A D SD (99)

To satisfy the competitive spirit of children from  
10 to 14 years of age there should be some intra-  
mural activity at the intermediate grades (4,5,6  
and 7), and the junior high school ..... SA A D SD (100)

##### Policy:

The intramural program should be conducted at times  
suitable to all students. Bus students should be  
included ..... SA A D SD (102)



The intramural policies should be posted on  
 school bulletin boards ..... SA A D SD (111)

The boys' and girls' intramural programs should share  
 the physical education facilities, materials and  
equipment on an equal basis ..... SA A D SD (116)

Officiating of activities in the intramural program

should be done by:

- i) teachers ..... SA A D SD (117)
- ii) trained students ..... SA A D SD (118)
- iii) teachers and trained students ..... SA A D SD (119)

Program:

The program should contain:

- i) most activities taught in the instructional  
 physical education program ..... SA A D SD (124)
- ii) additional recreational activities ..... SA A D SD (125)

Participation:

All students should be encouraged to play or  
 participate in at least one intramural activity  
 per year ..... SA A D SD (127)

Leadership:

A physical education man and woman should assume  
responsibility for the direction of the intramural  
 program ..... SA A D SD (128)





## Miscellaneous:

The intramural program should be financed through:

- i) the regular school budget ..... SA A D SD (132)
- ii) the student's council budget ..... SA A D SD (133)
- iii) a combination of school budget and student's  
council budget ..... SA A D SD (134)

(In service training) A training program for  
students covering rules, duties and officiating  
techniques should be conducted ..... SA A D SD (135)

## AREA III

## ATHLETIC PROGRAM

## Aims:

The aims of the athletic program are to provide:

- i) opportunities for the gifted students in  
physical education and those of specialized  
interests in particular activities ..... SA A D SD (142)
- iii) opportunities for potential growth of an  
integrated development of mental, emotional  
and social objectives ..... SA A D SD (144)

## Values:

The values of the athletic program are:

- i) interscholastic athletics provide opportunities  
for social approval from peers ..... SA A D SD (145)



- ii) the spectator aspect provides opportunity for  
development of a genuine appreciation of athletic  
skills ..... SA A D SD (146)
- iii) provides for the outlet of the fundamental  
human drive to demonstrate physical prowess .... SA A D SD (147)

#### Policy:

The school is to be an active member of a School  
Athletic Association which functions solely for the  
regulation and supervision of athletic programs and  
governed by principles which are educationally sound. SA A D SD (150)

Practice time limits are to be established for:

- i) each sport ..... SA A D SD (152)
- ii) and practices shall never exceed 2 hours per  
day ..... SA A D SD (153)
- iii) and practices shall never exceed 5 days per  
week ..... SA A D SD (154)

Seasonal limits are to be established for each sport. SA A D SD (155)

And insurance shall include coverage for:

- i) hospitalization and services ..... SA A D SD (157)
- ii) medical services ..... SA A D SD (158)
- iii) doctor's fees ..... SA A D SD (159)

Transportation of athletic participants to and from

events shall be by school vehicles or bonded

carriers ..... SA A D SD (160)



- i) for all athletic events ..... SA A D SD (161)
- ii) for a majority of athletic events ..... SA A D SD (162)
- iii) for special occasions only ..... SA A D SD (163)

Program:

Parental permission certificates are to be signed and on file in the principal's office for all students in:

- i) all athletic program activities ..... SA A D SD (166)
- ii) only participants in contact activities ..... SA A D SD (167)

Standards:

Provincial school athletic association standards shall cover:

- i) pre-competition practices ..... SA A D SD (168)
- vii) outside team participation (exhibition games with touring, or other outside teams) ..... SA A D SD (174)

Miscellaneous:

The athletic program shall be financed through:

- i) the regular school budget ..... SA A D SD (177)
- ii) the student's council ..... SA A D SD (178)
- iii) a combination of the school budget and the student's council budget ..... SA A D SD (179)
- iv) special money raising drives by the schools .... SA A D SD (180)



# AREA IV ADAPTED OR REMEDIAL PHYSICAL EDUCATION PROGRAM

## Aims:

The aims of the adapted physical education program are:

- i) to improve the handicapped's physical fitness so  
that he is physically better able to meet the  
demands of daily living ..... SA A D SD (187)
- ii) to improve the handicapped's body control and  
increase the movement patterns, thus to minimize  
the restrictions imposed by a disability or  
defect ..... SA A D SD (188)
- iii) to expand the handicapped's opportunities to  
participate with, and gain recognition from,  
normal peers in play situations ..... SA A D SD (189)

## Values:

The value of the adapted or remedial program is that

it provides opportunity for the handicapped student

to participate in forms of physical activity for:

- i) development of better physical fitness ..... SA A D SD (191)
- ii) play opportunities geared to disabilities  
or defects ..... SA A D SD (192)
- iii) social recognition and approval ..... SA A D SD (193)





## Policy:

Complete records are to be kept on adapted program participants, and will include:

- i) medical recommendations ..... SA A D SD (196)
- ii) daily or weekly adapted exercise program ..... SA A D SD (197)
- iii) daily or weekly status of the student ..... SA A D SD (198)
- iv) progress reports ..... SA A D SD (199)

The instructional staff of the adapted physical education program shall have one teaching period per week, per adaptive class for use in completing records of students in the adapted physical education program ..... SA A D SD (200)

## Program:

The adapted physical education program shall include:

- iii) sports appreciation classes ..... SA A D SD (203)
- v) leisure activity appreciation classes ..... SA A D SD (205)
- vi) rest and relaxation therapy ..... SA A D SD (206)
- vii) individualized programs ..... SA A D SD (207)

Physicians, parents and students should co-operate with the school in conducting a continuous remedial exercise program at home and at school ..... SA A D SD (208)



### Participation:

Students who normally participate in the regular physical education program and are temporarily unable to do so due to recuperation from illness or an accident are to be assigned to:

- i) the adapted physical education program ..... SA A D SD (209)
- ii) and will return to the regular physical education program when medical permission is granted ..... SA A D SD (210)

### Leadership:

The adapted physical education classes shall be supervised by:

- i) qualified physical educators ..... SA A D SD (211)
- ii) physical therapist ..... SA A D SD (212)
- iii) a combination of both physical educator and physical therapist ..... SA A D SD (213)

## AREA V

### THE COEDUCATIONAL PROGRAM

#### Aims:

The coeducational program is a necessary part of the physical education program, providing for the growth of social skills of students ..... SA A D SD (214)

#### Policy:

The coeducational program should be conducted:

- i) in each grade ..... SA A D SD (216)



- ii) in intermediate grades only (grades 4,5,6 & 7) . SA A D SD (217)
  - iii) junior and senior high school grades only ..... SA A D SD (218)
  - iv) senior high school grades only ..... SA A D SD (219)
- Opportunity should be provided for selected  
coeducational activities in the intramural program .. SA A D SD (223)

#### Program:

Activities in the coeducational program should

include:

- iii) dual sports (tennis, badminton, curling) ..... SA A D SD (226)
- iv) individual sports (archery, golf, swimming) .... SA A D SD (227)
- v) team sports (volleyball) ..... SA A D SD (228)
- vi) and will exclude contact sports ..... SA A D SD (229)

Leadership of the coeducational program should

include not only personnel from the physical  
 education staffs, but also both boys and girls

from the student body ..... SA A D SD (231)

#### AREA VI

#### CAMPING AND ORIENTEERING

#### Aims:

The purposes of school camping and orienteering are:

- i) to overcome the limitations of the  
 traditional school environment ..... SA A D SD (232)
- ii) to provide all student with direct contact with  
 their natural surroundings ..... SA A D SD (233)





- vii) to provide an opportunity for understanding the  
relationship of man to his physical environment. SA A D SD (238)
- viii) to provide an opportunity for the understanding  
of men's role in conservation ..... SA A D SD (239)

#### Values:

The values of the camping and orienteering program  
are:

- i) the learning and understanding of survival meth-  
ods ..... SA A D SD (240)
- iv) understanding how you are going to get to your  
destination ..... SA A D SD (243)
- v) gaining an appreciation of the outdoors ..... SA A D SD (244)

#### Policy:

The camping and orienteering programs should be  
conducted for a minimum of:

- i) one week at the intermediate grades (4,5,6 and  
7) ..... SA A D SD (248)
- ii) one week at the junior high school level ..... SA A D SD (249)
- iii) from one week (fall and spring) to six weeks  
(summer) at the high school level ..... SA A D SD (250)



## Participation:

All students should be required to participate in  
the camping and orienteering program at least once  
every year ..... SA A D SD (251)

## Leadership:

There should be a school camping council to determine  
policy ..... SA A D SD (252)

## AREA X INDOOR ACTIVITY AND ADMINISTRATIVE AREAS

There should be a gymnasium, or gymnasiums in all:

- i) elementary schools ..... SA A D SD (403)
- ii) junior secondary schools ..... SA A D SD (404)
- iii) senior secondary schools ..... SA A D SD (405)

There should be one gymnasium, or indoor teaching  
station for every 180 students enrolled ..... SA A D SD (406)

There should be an adapted physical education room,  
with:

- i) individual mats ..... SA A D SD (426)
- ii) exercise apparatus, equipment and wall mirrors . SA A D SD (427)
- iii) adequate in size for the adapted physical  
education program ..... SA A D SD (428)
- iv) separate lavatory and toilet facilities for boys  
and girls ..... SA A D SD (429)



Offices for men and women physical educators are to be:

i) so located as to facilitate supervision of:

- a) change rooms only ..... SA A D SD (449)
- b) gymnasium only ..... SA A D SD (450)
- c) both the change rooms and the gymnasium ... SA A D SD (451)

ii) provided with:

- a) a separate dressing area ..... SA A D SD (452)
- b) lockers ..... SA A D SD (453)
- c) toilet and shower facilities ..... SA A D SD (454)
- d) office equipment, supplies and furniture .. SA A D SD (455)
- e) lockable cabinets ..... SA A D SD (456)
- f) shelves ..... SA A D SD (457)

Apparatus storage rooms should:

iii) have wide, double doors opening directly onto

the outdoor activity areas ..... SA A D SD (468)

There should be an agreement between the school

board and the Community Recreation authorities for

provision of recreation facilities to the schools

(for use at off-peak hours) ..... SA A D SD (473)

A well constructed, enclosed swimming pool should be

located near the school, and be available for the

school physical education program ..... SA A D SD (505)



The swimming pool should be programmed for:

- i) instructional classes ..... SA A D SD (519)
- ii) intramural program ..... SA A D SD (520)
- iii) athletic program ..... SA A D SD (521)

## AREA XI

## OUTDOOR ACTIVITY AREAS

Total acreage of play space should be equal to a

basic ten acres for up to 500 students with an

additional acre for each additional 100 students .... SA A D SD (522)

The play area should be fenced off from streets ..... SA A D SD (523)

The practice and playfields should be of sufficient

size and adequately equipped to:

- i) conduct instructional, intramural and athletic  
programs ..... SA A D SD (524)
- ii) without overlapping, or alternating of boys'  
and girls' schedules ..... SA A D SD (525)

There should be a gentle slope of 100 feet in length,

near the school, for ski instructional purposes ..... SA A D SD (554)

A multi-purpose asphalt or concrete area should

exist for:

- i) tennis courts ..... SA A D SD (555)
- ii) volleyball courts ..... SA A D SD (556)
- iii) basketball courts ..... SA A D SD (557)





Similar arrangements should be made with the local  
gun club for instructional classes, and training  
 of teaching staff ..... SA A D SD (567)

#### AREA XIII            PHYSICAL EDUCATION INSTRUCTIONAL STAFF

Teachers of physical education shall have:

- i) a bachelor's degree in physical education ..... SA A D SD (677)
- ii) a bachelor's degree in education with a  
       physical education major ..... SA A D SD (678)
- iii) a bachelor's degree in recreation ..... SA A D SD (679)
- iv) a master's degree in physical education ..... SA A D SD (680)

#### AREA XIV                    POLICIES AND PROCEDURES

Physical education teachers should not be expected  
 to coach or sponsor more than:

- i) one team in a season ..... SA A D SD (700)
- ii) and no more than 3 teams or athletic activity  
       in a school year ..... SA A D SD (701)

Policies should be established providing for  
recreational use of the school facilities and  
equipment by:

- i) faculty and staff ..... SA A D SD (722)
- ii) local community groups ..... SA A D SD (723)



## AREA XV

## CENTRAL OFFICE ADMINISTRATION

The centralization of physical education programs, via a central office advisor or consultant may tend to increase:

- i) involvement of physical educators in the development of more comprehensive physical education programs ..... SA A D SD (726)
- ii) which, in turn may tend towards improved instruction ..... SA A D SD (727)

The greatest advantage of centralization of physical education programming will be that the focus will be on the physical education problems of the entire school system rather than those problems that seem important to a particular school, individual, or group of individuals ..... SA A D SD (742)

A disadvantage of centralization of the physical education program may be:

- i) lack of identification by physical educators with the problems to be considered ..... SA A D SD (745)
- ii) lack of faith in colleagues in the co-operative process ..... SA A D SD (746)

A disadvantage of decentralization is that the physical education program is as different as the staffs who change from time to time ..... SA A D SD (748)



Centralization of the physical education program may

tend to destroy opportunity for:

- i) school autonomy ..... SA A D SD (749)
- ii) the physical educator's initiative ..... SA A D SD (750)
- iii) student creativity ..... SA A D SD (751)





APPENDIX F

Figures 3 through 7



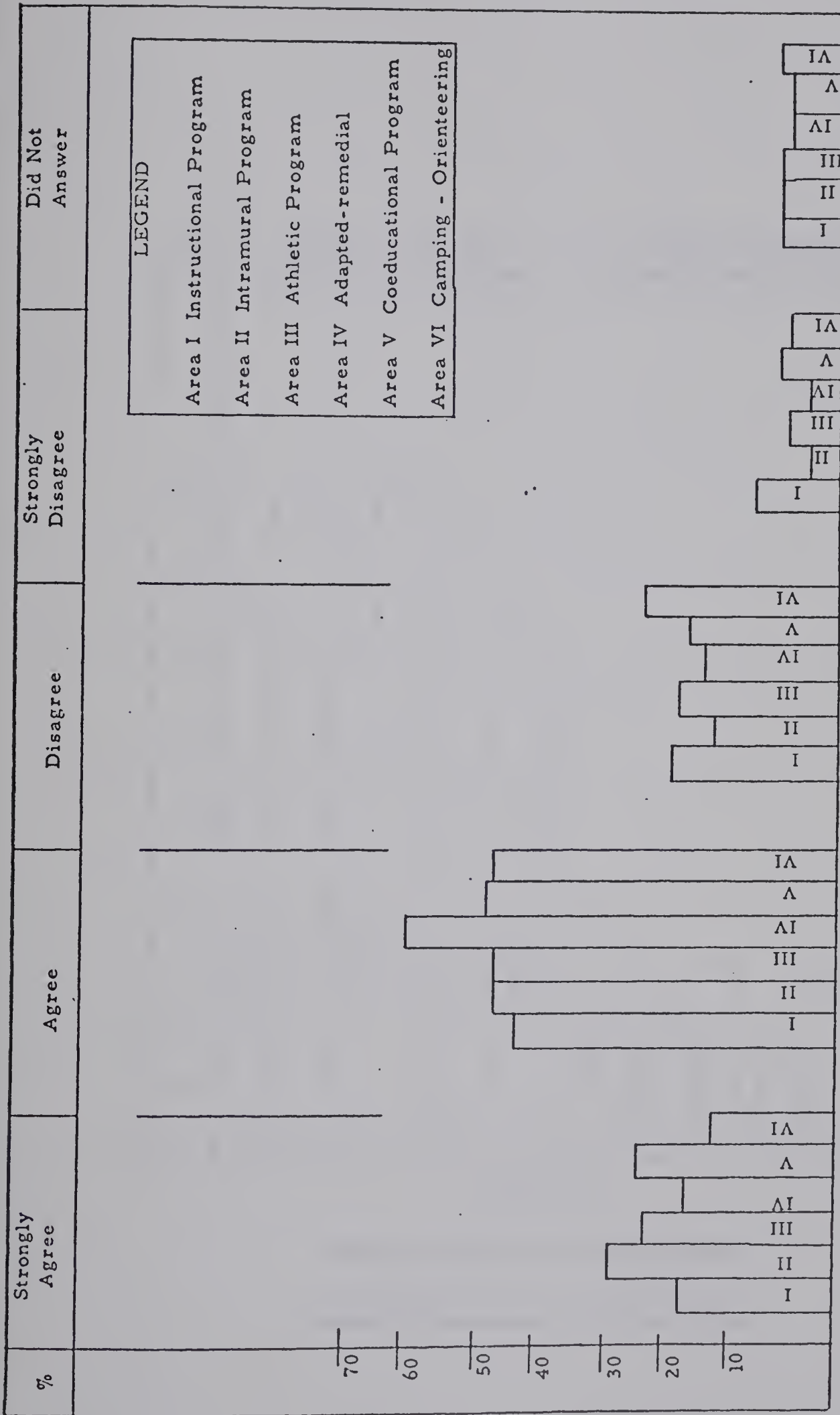


FIGURE 3

### PHYSICAL EDUCATION CURRICULUM

Percentages of Degrees of Agreement and Disagreement of Program Areas



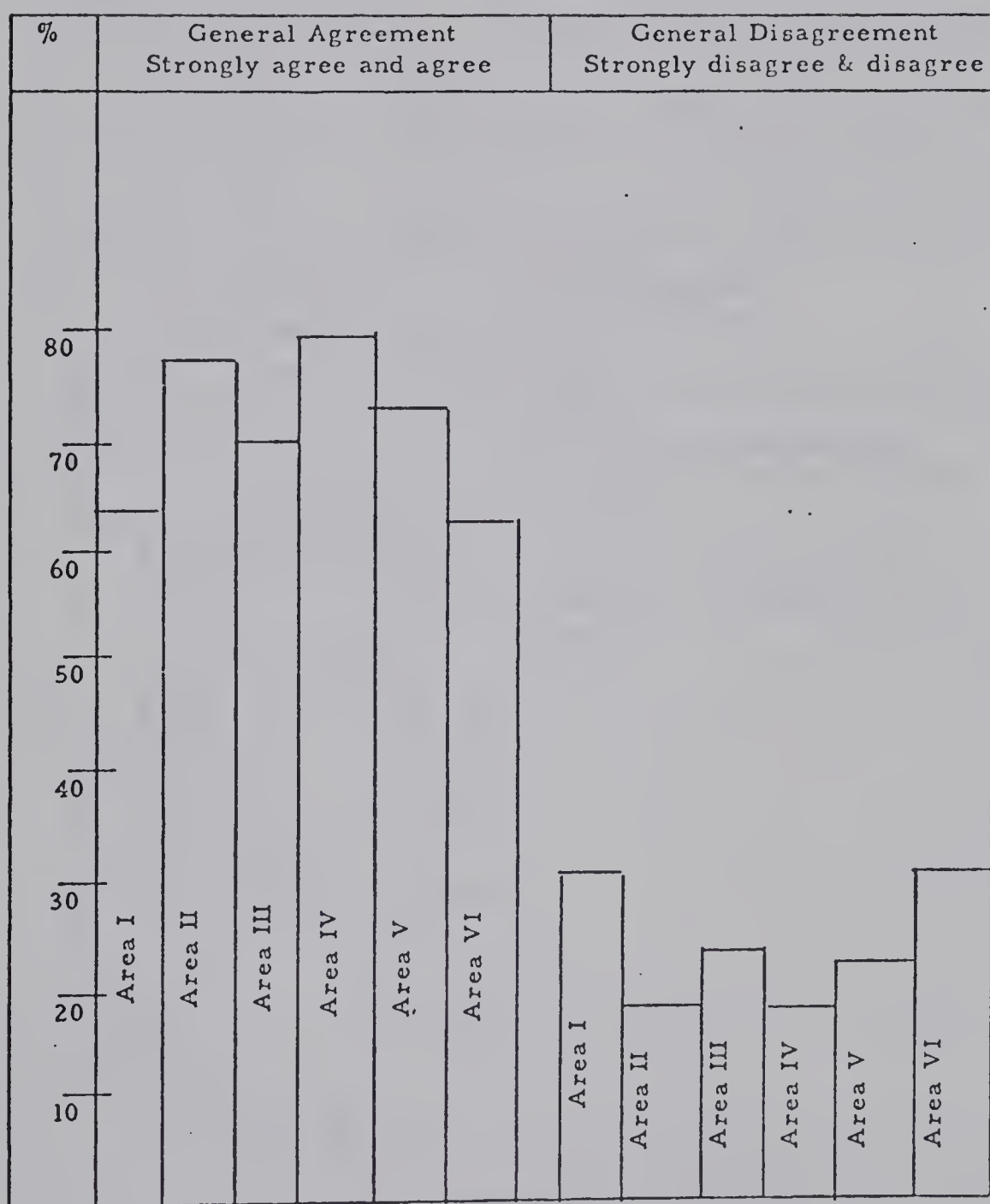


FIGURE 3A

## PHYSICAL EDUCATION CURRICULUM

Percentages of General Agreement and  
General Disagreement of Program Areas.



Rank Order	Boys and Girls	Boys Only	Girls Only
1.	Basketball and Volleyball 72.5%	Football 67%	Field Hockey 81%
2.	Gymnastics 62.5%	Rugby 59%	Folk Dance 34%
3.	Track and Field 61 %	Wrestling 46%	Modern Dance 22%
4.	Fastball and Fitness testing 47.5%	Billiards (North Kamloops Senior Secondary School)	
5.	Indoor Baseball 46 %		
6.	Badminton 41 %		
7.	Soccer and Swimming 34 %	<div>NOTE: Activities not offered in the Instructional Physical Education Program:  Archery, Bicycling, Boxing, Ice Hockey, Orienteering, and Squash.</div>	
8.	European Handball (not restricted to boys only) 32.5%		
9.	Weight Training (not restricted to boys only) 29 %		
10.	Curling 27 %		
11.	Bowling 26 %		
12.	Social Dance 25 %		
13.	Square Dance 12.5%		
14.	Tennis 11 %		
15.	Golf 6 %		
16.	Skiing (Chase Jr. Sr. Secondary School)		

FIGURE 4

INSTRUCTIONAL PHYSICAL EDUCATION PROGRAM ACTIVITIES  
AS REPORTED BY STUDENTS - 1969.





Rank Order	Boys and Girls	Boys Only	Girls Only
1.	Volleyball 21 %	European Handball 32%	Field Hockey 14.6%
2.	Basketball 19 %	Soccer 21%	
3.	Track & Field 16 %	Weight Lifting 18%	
4.	Badminton 15 %	Football 13%	
5.	Gymnastics 14 %	Rugby 10%	
6.	Indoor Baseball 12.5%		
7.	Fastball 10 %		

FIGURE 5

INTRAMURAL PROGRAM ACTIVITIES  
AS REPORTED BY STUDENTS



Rank Order	STUDENTS			ADMINISTRATORS			PHYSICAL EDUCATORS		
	Team Sports	Dual Sports	Individual Sports	Team Sports	Dual Sports	Individual Sports	Team Sports	Dual Sports	Individual Sports
1	Basketball	Badminton	Track & Field	Basketball	Badminton	Track & Field	Basketball	Badminton	Track & Field
2	Field Hockey	Curling	Gymnastics	Soccer	Curling	Gymnastics	Volleyball	Wrestling	Cross Country
3	Volleyball			Volleyball	Wrestling	Swimming*	Soccer	Curling	Skiing*
4	Soccer			Football	Judo*	Skiing*	Field Hockey		Golf*
5	Football			Field Hockey			Football		
6	Rugby						Rugby		
7	Fastball						European Handball		

FIGURE 6

# ATHLETIC ACTIVITIES AS REPORTED BY STUDENTS, ADMINISTRATORS, AND PHYSICAL EDUCATORS

\* Students did not report swimming, skiing, judo or golf as athletic activities. Physical Educators failed to report gymnastics, and none of the respondents reported bowling. Both gymnastics and bowling have been included in athletics, in School District No. 24, Kamloops, B. C.†

† Permission was granted by the thesis committee to include knowledge from personal experience, where applicable.



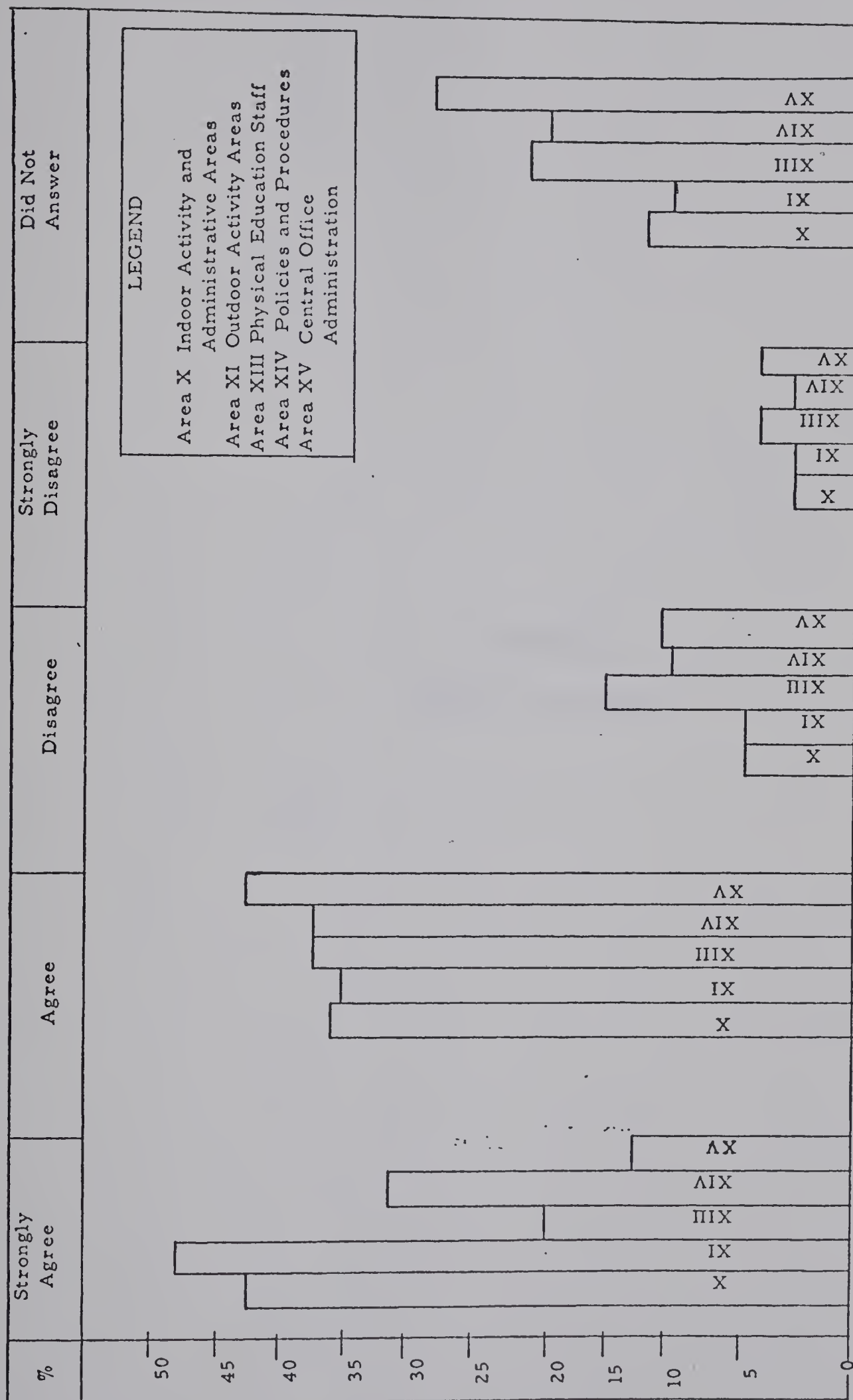


FIGURE 7

PHYSICAL EDUCATION PLANT, PERSONNEL AND POLICY

Percentage of Degrees of Agreement and Disagreement of the Supportive Areas





APPENDIX G

Tables 1 through 8



TABLE I

## FREQUENCY OF RESPONSES FOR THE PHYSICAL EDUCATION

## CURRICULUM BY PROGRAM AREAS

INSTRUCTIONAL PROGRAM AREA I				INTRAMURAL PROGRAM AREA II				ATHLETIC PROGRAM AREA III				ADAPTED-REMEDIAL PROGRAM AREA IV				COEDUCATIONAL PROGRAM AREA V				CAMPING & ORIENT- EERING PROGRAM AREA VI			
SA	A	D	SD DNA	SA	A	D	SD DNA	SA	A	D	SD DNA	SA	A	D	SD DNA	SA	A	D	SD DNA	SA	A	D	SD DNA
f 1396	3119	1508	685 453	f 595	929	268	53 123	f 718	1468	625	118 195	f 500	1675	403	47 113	f 283	555	193	65 50	f 186	605	342	56 96
% 19	44	21	10 6.0	% 30	47	14	3.0 6.0	% 23	47	20	4.0 6.0	% 18	61	15	2.0 4.0	% 25	48	17	6.0 4.0	% 15	47	27	4.0 7.0

Totals	SA	f	3678
for		%	21
Areas	A	f	8351
I → VI		%	48
	D	f	3339
		%	19
	SD	f	1024
		%	6
	DNA	f	1030
		%	6

## LEGEND:

SA - Strongly Agree  
A - Agree  
D - Disagree  
SD - Strongly Disagree  
DNA - Did Not Answer  
f - Frequency  
% - Percentage

Total Response = 16,392

Possible Total Response = 17,422



TABLE II  
FREQUENCY OF RESPONSES FOR THE INSTRUCTIONAL PROGRAM

INSTRUCTIONAL (AREA I)

CATEGORY	STUDENTS				PARENTS				TRUSTEES				ADMINISTRATORS				PHYSICAL EDUCATORS			
	SA	A	D	SD DNA	SA	A	D	SD DNA	SA	A	D	SD DNA	SA	A	D	SD DNA	SA	A	D	SD DNA
AIMS	f 21	178	41	0 0	20	28	1	1 7	1	5	0	0 0	15	13	2	0 12	12	12	3	0 0
	% 9	74	17	-	35	49	2	2 12	17	83	-	-	36	31	5	- 28	44	44	12	-
VALUES	f 261	859	283	35 2	119	176	41	5 1	5	27	5	0 1	66	105	18	0 77	95	68	8	0 0
	% 18.1	59.7	19.7	2.4 0.1	35.0	51.4	12.0	1.4 0.2	13	71	13	- 3	25	39	7	- 29	55	40	5	-
POLICY	f 195	367	428	361 9	57	72	100	44 50	2	19	13	5 3	32	62	45	53 102	82	102	68	51 12
	% 14	27	31	27 1.0	18	22	31	14 15	5	45	31	12 7	11	21	15	18 35	26	32	22	16 4.0
PROGRAM	f 4								4	28	4	0 0	50	114	7	0 81	84	55	18	5 0
	% 15								11	78	11	-	20	45	3	- 32	52	34	11	3.0 -
EVALUATION	f 109	409	151	47 4	31	85	32	7 16	0	22	4	0 0	16	68	27	15 56	41	64	14	7 0
	% 15	57	21	6 1.0	18	50	19	4 9	-	85	15	-	9	37	15	8 31	32	51	11	6.0 -
STANDARDS	f 42	118	132	27 1	16	21	26	10 3	0	6	2	0 0	1	12	23	4 16	9	13	8	16 0
	% 13.1	37.0	41.2	8.4 0.3	21	28	34	13 4.0	-	75	25	-	2.0	21	41	7 29	20	28	17	35 -
MISCELLAN- EOUS	f 10																10	12	4	1 0
	% 37																37	44	15	4.0 -
TOTAL	f 628	1931	1035	470 16	243	382	200	67 77	12	107	28	5 4	180	374	122	72 344	333	326	123	80 12
PERCENTAGE		15	47.3	25.3 12 0.4	25	39	21	7 8	8	69	18	3 2	16	34	11	7 32	38.1	37.3	14.1	9.1 1.4



TABLE III

## FREQUENCY OF RESPONSES FOR THE INTRAMURAL PROGRAM

## INTRAMURAL PROGRAM (AREA II)

CATEGORY	STUDENTS					PARENTS					TRUSTEES					ADMINISTRATORS					PHYSICAL EDUCATORS					
	SA	A	D	SD	DNA	SA	A	D	SD	DNA	SA	A	D	SD	DNA	SA	A	D	SD	DNA	SA	A	D	SD	DNA	
AIMS	f 17 21	59 74	4 5.0	0 -	0 -	7 37	9 47	3 16	0 -	0 -	0 100	2 -	0 -	0 -	0 29	6 43	3 21	1 7	0 -	0 -	4 29	8 89	1 11	0 -	0 -	0 -
VALUES	f 48 30	91 57	18 11	3 2	0 -	11 29	22 58	4 10	0 -	1 3.0	0 100	2 -	0 -	0 -	0 28	4 29	4 29	1 7.0	1 7	0 -	0 61	7 39	0 -	0 -	0 -	
POLICY	f 105 44	123 51	8 3.0	2 1.0	2 1.0	15 26	41 72	1 20	0 -	0 -	1 3.0	24 80	5 17	0 -	0 30.9	60 29	70 33	14 6.6	1 0.5	65 30.9	94 47	65 33	29 15	10 5.0	0 -	
PROGRAM	f 33 21	105 66	20 12	0 -	2 1.0	10 26.3	24 63.1	2 5.3	0 -	2 5.3	0 -	0 -	0 -	0 -	0 -	16 44	16 44	2 6.0	2 6.0	0 -	0 44	2 44	2 6.0	0 -	0 -	
PARTICIPATION	f 29 36	44 55	5 6.0	2 3.0	0 -	8 42	10 53	1 5.0	0 -	0 -	1 50	1 50	0 -	0 28	5 36	5 36	0 -	0 -	0 -	4 44	5 44	0 56	0 -	0 -	0 -	
LEADERSHIP	f 39 16.3	97 40.4	84 35.0	20 8.3	0 -	7 12	20 35	18 32	1 2.0	11 19	0 30	0 40	0 30	0 -	0 -	4 29	5 35	1 7.0	0 -	4 29	13 36	9 25	8 22	4 11	2 6.0	
MISCELLANEOUS	f 271 28.2	519 54.1	139 14.5	27 2.8	4 0.4	58 25.4	126 55.3	29 12.7	1 0.4	14 6.1	5 10	35 73	8 17	0 -	0 -	88 26.2	115 34.2	27 8.0	4 1.2	102 30.4	173 44	134 34	65 16	21 5	3 1	
PERCENTAGE																										





TABLE IV

## FREQUENCY OF RESPONSES FOR ATHLETICS

## ATHLETICS (AREA III)

CATEGORY	STUDENTS			PARENTS			TRUSTEES			ADMINISTRATORS			PHYSICAL EDUCATORS		
	SA	A	D	SA	A	D	SA	A	D	SA	A	D	SA	A	D
AIMS	f 42	139	47	11	1	10	37	9	0	1	0	4	2	0	0
	% 17.5	58.0	19.5	4.5	0.5	17	65	16	-	2.0	-	67	33	-	-
VALUES	f 31	155	43	8	3	7	37	10	1	2	0	5	1	0	0
	% 13	65	18	3	1.0	12	65	18	2.0	3.0	-	83	17	-	-
POLICY	f 233	357	111	17	2	60	87	18	0	6	13	13	6	0	0
	% 32.4	49.6	15.4	2.3	0.3	35	51	10	-	4.0	41	41	18	-	-
PROGRAM	f 15	55	79	10	1	6	13	16	0	3	0	4	2	0	0
	% 9.3	34.4	49.4	6.3	0.6	16	34	42	-	8.0	-	67	33	-	-
STANDARDS	f 46	157	103	14	0	8	29	26	2	11	2	8	2	0	0
	% 14.4	49.0	32.2	4.4	-	11	38	34	3.0	14	17	66	17	-	-
TOTAL	f 367	863	383	60	7	91	203	79	3	23	15	49	15	0	1
PERCENTAGE						23	51	20	1.0	5	19	61	19	-	1
						21.8	51.4	22.8	3.6	0.4	33.3	38.8	19.8	7.6	0.5



TABLE V  
FREQUENCY OF RESPONSES FOR THE COEDUCATIONAL PROGRAM

COEDUCATIONAL (AREA V)																										
CATEGORY	STUDENTS					PARENTS					TRUSTEES					ADMINISTRATORS					PHYSICAL EDUCATORS					
	SA	A	D	SD	DNA	SA	A	D	SD	DNA	SA	A	D	SD	DNA	SA	A	D	SD	DNA	SA	A	D	SD	DNA	
AIMS	f	8	62	10	0	0	4	12	2	0	1	0	2	0	0	0	1	8	1	0	4	5	4	0	0	0
	%	10	77	13	-	-	21	63	11	-	5.0	-	100	-	-	-	7.0	57	7.0	-	29	56	44	-	-	-
VALUES	f																									
	%																									
POLICY	f											1	5	0	0	0	4	20	6	0	12	11	18	39	4	0
	%											17	83	-	-	-	9.0	48	14	-	29	15	25	54	6.0	-
PROGRAM	f	145	256	99	60	0	33	80	18	1	1	5	10	1	0	0	26	45	9	0	32	38	26	8	0	0
	%	26	46	17	11	-	25	60	13	1.0	1.0	31	63	6.0	-	-	23	40	8.0	-	29	53	36	11	-	-
TOTAL	f	153	318	109	60	0	37	92	20	1	2	6	17	1	0	0	31	73	16	0	48	56	55	47	4	0
PERCENTAGE		24	50	17	9	-	24.3	60.5	13.2	0.7	1.3	25	71	4	-	-	18	43	10	-	29	35	34	29	2	-



TABLE VI  
FREQUENCY OF RESPONSES FOR THE ADAPTED-REMEDIAL PROGRAMS

ADAPTED & REMEDIAL (AREA IV)

CATEGORY	STUDENTS				PARENTS				TRUSTEES				ADMINISTRATORS				PHYSICAL EDUCATORS				
	SA	A	D	SD DNA	SA	A	D	SD DNA	SA	A	D	SD DNA	SA	A	D	SD DNA	SA	A	D	SD DNA	
AIMS	f %	73 23	216 67	25 8.0	6 2.0	0 -	5 7.0	0 -	0 -	3 38	5 62	0 -	0 -	21 37	19 34	0 -	0 29	12 33.3	21 58.3	3 8.3	0 -
VALUES	f %	25 10	163 68	43 18	9 4.0	0 -	7 12	0 -	0 -	1 17	5 83	0 -	0 -	8 19	20 48	2 5.0	0 28	4 15	18 67	5 18	0 -
POLICY	f %	54 13	255 64	80 20	8 2.0	3 1.0	19 20	1 1.0	1 1.0	1 7.1	10 71.4	3 21.4	0 -	11 11	46 47	11 11	2 2	23 36	30 48	9 14	1 2.0
PROGRAM	f %	69 12.3	369 65.9	109 19.5	12 2.1	1 0.2	18 14	0 -	3 2.0	2 14	12 86	0 -	0 -	16 16	50 51	4 4.0	0 29	43 60	28 39	1 1.0	0 -
PARTICIPATION	f %	28 18	100 62	25 16	7 4.0	0 -	7 18	1 3.0	0 -	2 50	1 25	1 25	0 -	5 18	9 32	6 21	0 29	6 33	10 56	2 11	0 -
LEADERSHIP	f %									1 17	3 50	2 33	0 -	7 17	13 31	9 21	0 31	6 22	14 52	7 26	0 -
TOTAL	f	249	1103	282	42	4	79	258	56	2	4	10	36	6	0	0	68	157	32	2	105
PERCENTAGE		14.8	65.7	16.8	2.5	0.2	19.8	64.7	14.0	0.5	1.0	19	69	12	-	-	18.7	43.1	8.8	0.6	28.8
																	38.7	49.8	11.1	0.4	-





TABLE VII  
FREQUENCY OF RESPONSES FOR CAMPING AND ORIENTEERING  
CAMPING & ORIENTEERING (AREA VI)

CATEGORY	STUDENTS				PARENTS				TRUSTEES				ADMINISTRATORS				PHYSICAL EDUCATORS						
	SA	A	D	SD DNA	SA	A	D	SD DNA	SA	A	D	SD DNA	SA	A	D	SD DNA	SA	A	D	SD DNA			
AIMS	f	16	61	3	0	0			0	12	0	0	0	13	41	5	1	24	17	43	12	0	0
	%	20	76	4.0	-	-			-	100	-	-	-	15	49	6.0	1.0	29	24	60	16	-	-
VALUES	f								1	9	0	0	0	14	32	4	0	20	14	28	3	0	0
	%								10	90	-	-	-	20	46	6	-	28	31	62	7.0	-	-
POLICY	f	70	219	159	27	5			0	3	9	0	0	7	17	24	9	27	9	22	19	3	1
	%	14	45	33	6.0	0.1			-	25	75	-	-	8.0	20	29	11	32	17	41	35	5.0	2.0
PARTICIPATION	f	16	38	22	4	0			0	2	0	0	0	0	3	4	2	5	1	2	5	1	0
	%	20	47	28	5.0	-			-	100	-	-	-	-	21	29	14	36	11	22	56	11	-
LEADERSHIP	f								0	1	1	0	0	1	5	1	1	6	1	7	0	1	0
	%								-	50	50	-	-	7.0	36	7.0	7.0	43	11	78	-	11	-
TOTAL		102	318	184	31	5			1	27	10	0	0	35	98	38	13	82	42	102	39	5	1
PERCENTAGE		16	49	29	5	1			3	71	26	-	-	13	37	14	5	31	22.2	54	20.6	2.7	0.5



TABLE VIII

## FREQUENCY OF RESPONSES FOR THE SUPPORTIVE AREAS

## PHYSICAL EDUCATION PLANT, PERSONNEL AND POLICY

INDOOR ACTIVITY & ADMINISTRATION AREAS AREA X		OUTDOOR ACTIVITY AREAS AREA XI		PHYSICAL EDUCATION STAFF AREA XIII		POLICIES AND PROCEDURES AREA XIV		CENTRAL OFFICE ADMINISTRATION AREA XV	
SA	A D SD DNA	SA	A D SD DNA	SA	A D SD DNA	SA	A D SD DNA	SA	A D SD DNA
f	776 669 91 17 238	f	309 222 29 5 73	f	81 153 67 15 90	f	150 175 46 6 90	f	106 358 91 34 236
%	43.3 37.3 5.1 1.0 13.3	%	48 35 5 1 11	%	20 38 16 4 22	%	32 38 10 1 19	%	13 43 11 4 29

TOTALS  
for  
AREAS

X → XV  
except  
XII

SA f 1422  
A f 34  
D f 1577  
SD f 38  
DNA f 324  
f 8  
f 77  
f 2  
f 727  
f 18

TOTAL RESPONSE = 3400  
POSSIBLE TOTAL RESPONSE = 4127





**B30011**